

# BEHAVIOUR SUPPORT POLICY



## **POLICY STATEMENT**

Department of Education schools provide every student with the support they need to learn and maintain positive behaviour.

## **PURPOSE**

### **At Heathridge Primary School, we aim to:**

- Create and maintain a safe and positive environment within the school and classroom so that staff and students can work together in harmony.
- Recognise the rights and responsibilities of every student.
- Develop and reinforce self-regulation, through restorative discussion and use of the Zones of Regulation.
- Provide inclusive, flexible and relevant curriculum for the development of social, emotional and academic student outcomes.
- Establish and support rules that protect the rights of all individuals, solve conflicts in a positive manner and provide consequences where appropriate.

## **STUDENT CODE OF CONDUCT**

### **At Heathridge Primary School, students are expected to:**

- Listen to staff and follow instructions, advice and feedback.
- Consider the rights of everyone in the school community, by contributing to a safe, friendly and clean environment.
- Walk safely and in a courteous manner around the school.
- Play safe and respectful games. Tackling, rough play and swearing is not acceptable behaviour and will result in activation of our Behaviour Support Policy.
- Only enter classrooms and teaching blocks when a teacher is present.
- Walk bicycles/scooters into the school, put them safely in the bike rack and walk to class promptly.
- Students should arrive at school between 8.30-8.40am. If students arrive after 8.40am, they must collect a late note from the office and give it to their teacher.

## RIGHTS AND RESPONSIBILITIES

Students have the right to:	Students have the responsibility to:
<ul style="list-style-type: none"><li>• Learn in a purposeful and supportive environment.</li><li>• Work and play in a safe, secure, friendly and clean environment.</li><li>• Respect, courtesy and honesty.</li></ul>	<ul style="list-style-type: none"><li>• Ensure that their behaviour is not disruptive to the learning of others.</li><li>• Ensure that the school environment is kept neat, tidy and secure.</li><li>• Ensure that they are punctual, polite and prepared for the school day.</li><li>• Behave in a way that protects the safety and wellbeing of others.</li><li>• Be familiar with the school's Positive Behaviour Support Guidelines and accept the consequences.</li></ul>
Staff have the right to:	Staff have the responsibility to:
<ul style="list-style-type: none"><li>• Respect, courtesy and honesty.</li><li>• Teach in a safe, secure and clean environment.</li><li>• Teach in a purposeful and non-disruptive environment.</li><li>• Co-operation and support from parents.</li><li>• Strive for high standards.</li></ul>	<ul style="list-style-type: none"><li>• Model respectful, courteous and honest behaviour.</li><li>• Ensure that the school environment is kept neat, tidy and secure.</li><li>• Establish positive relationships with students.</li><li>• Ensure good organisation and planning.</li><li>• Report student progress to parents.</li><li>• Inform parents and students of Positive Behaviour Support Policy of the school.</li></ul>
Parents have the right to:	Parents have the responsibility to:
<ul style="list-style-type: none"><li>• Be informed of course and curriculum material, behaviour management procedures, and decisions affecting their child's health and welfare.</li><li>• Be informed of their child's progress.</li><li>• Access a meaningful and adequate education for their child.</li><li>• Be heard in an appropriate forum on matters concerning their child's needs and progress.</li></ul>	<ul style="list-style-type: none"><li>• Ensure that their child attends school.</li><li>• Ensure that the physical and emotional condition of their child is at an optimum for effective learning.</li><li>• Ensure that their child is provided with appropriate materials to make effective use of the learning environment.</li><li>• Support the school in providing a meaningful and adequate education for their children.</li><li>• Be familiar with and encourage children to adhere to the Positive Behaviour Support Guidelines.</li></ul>

## POSITIVE BEHAVIOUR SUPPORT (PBS)

PBS ensures all students have access to positive and effective strategies when facing challenging feelings or situations. Using PBS provides a consistent, whole-school approach with a common language regarding positive behaviour expectations. Students are explicitly taught evidence-based strategies with a long-term goal of creating mentally and emotionally healthy citizens.

### Our PBS values (FLTTRS)

We are **Fair**

We are **Learners**

We are **Thoughtful**

We are **Trustworthy**

We are **Responsible**

We are **Strong**

### PBS token reward system

We implement a school wide token reward system that reflects expected behaviours and values. Our **FLTTRS** statements are the core to our K-6 reward system where students receive tokens for displaying positive behaviours. These tokens allow students to achieve individual, class and faction rewards.

Through the implementation of the K-6 reward system we aim to:

- Teach and model expected behaviours to all students.
- Praise students for displaying positive behaviours.
- Have a consistent approach and common language to teach and improve behaviours.
- Display achieved token tallies in classrooms and faction token totals in shared spaces to promote school pride.

### Classroom incentives

Teachers use the PBS **FLTTRS** tokens in their classes as their main class reward system. Teachers work with students to create class incentives for earning tokens and the rewards they receive. The chosen incentives are appropriate for each class' interests, level of development and individual needs.

### PBS matrix of behaviours

Our Positive Behaviour Matrix (Appendix A) informs teachers of the school wide behaviour expectations. Large posters of the matrix are displayed in every classroom and are referred to frequently throughout the year. We have written and pictorial representations available to suit all ages and communication styles.

## Emotional Regulation

Students who are experiencing heightened emotions or difficulty self-regulating may access a Reset Card. This card allows the student to take a short, supported break from the classroom environment. When using the Reset Card, students bring it to the office and are guided to a designated regulation space, such as the calming room or massage chair area. These spaces are designed to provide a safe, supportive environment for students to reflect and regulate before re-entering the learning setting. Staff support is available as needed to help students identify strategies for emotional regulation and readiness to return to class.

### Reset Card



Massage Chair



Calming Room

## WHOLE SCHOOL INCENTIVES

### Merit Awards

Each student is presented with a merit award once every year at a school assembly. These awards recognise and celebrate individual achievements which may include effort and progress in learning, positive contributions to social relationships and demonstration of our school values.

### Other whole school incentives

- Students demonstrating excellent work can be sent to the office to celebrate their success.
- Display of student work and achievement, including photos, at the school office and on school Facebook page.
- School Captains and Vice Captains consisting of Year 6 students elected by Year 3-6 students and staff.
- Faction Captains and Vice Captains consisting of Year 6 students from each of the three factions.

## ROLES OF STAFF

### The Principal, Associate Principal and Program Coordinator will:

- Act as a link between parents and staff by communicating with parents when a child has been referred to the office for inappropriate behaviour, and by documenting the incident on Compass.
- Support teachers with managing student behaviour.
- Ensure the consistent implementation and ongoing maintenance of the Behaviour Support Policy across the school.
- Assist and consult with teachers to design Individual Behaviour Plans (IBPs) as required.
- Provide staff with clear guidelines on behaviour management procedures.
- Facilitate parent/teacher case conferences and referrals where appropriate.
- Share information with parents regarding the Behaviour Support Policy.
- Apply a case management approach to support staff, students and families when addressing challenging behaviours.
- Ensure the safety and wellbeing of all students, in line with the Department of Education's statement, *Standing together against violence in schools (Appendix B)*.

## ROLES OF STAFF

### **Staff will:**

- Implement and consistently apply the Behaviour Support Policy in the classroom and playground.
- Display the PBS Matrix in classrooms.
- Provide inclusive, supportive, relevant and meaningful learning experiences.
- Developing positive relationships with students by taking a genuine interest in their lives.
- Low key responses for inappropriate behaviour, such as proximity, hand gestures and body language.
- Demonstrate respect and a polite attitude towards all students.
- Develop a sense of community in the classroom where honest discussions and problem solving is encouraged through strategies such as Learning Circles.
- For identified students, document behaviours and implemented strategies in an Individual Behaviour Plan (IBP) and/or Risk Management Plan, and ensure this information is shared with relevant stakeholders.
- Explicitly teach the Zones of Regulation as part of the Health curriculum and consistently apply its principles in daily practise.
- Keep parents regularly informed of student behaviour.
- Provide relief teachers with guidelines pertaining to behaviour and management procedures.
- Ensure the safety and wellbeing of all students, in line with the Department of Education's statement, *Standing together against violence in schools*.

### **School Psychologist will:**

- Offer support and advice.
- Assist in developing strategies to modify behaviours.
- Provide professional development on behavioural issues for the school community.



## PROCESSES FOR BEHAVIOUR MANAGEMENT

### Restorative Practice

Restorative practice compliments PBS by focusing on repairing relationships and building accountability when conflicts or inappropriate behaviours occur. Together, PBS and Restorative Practice create a supportive framework that not only teaches and reinforces positive behaviours, but also fosters empathy, responsibility and strong connections across the school community. When issues arise, staff are expected to respond in a calm, fair and consistent manner. Behaviours will be assessed as either minor or major, using the agreed school language, and staff will follow established processes to determine appropriate next steps or consequences.

### Minor behaviours

Minor behaviours are low-level actions such as calling out or distracting others. Staff should implement our Think Time process (Appendix C) to support repetitive minor behaviours.

### Major behaviours

Major behaviours are more serious or repeated actions that require intervention from school leadership such as violence, threatening others or damage to property. When staff identify a behaviour as major, or when repeated minor behaviours continue despite the use of the time out system, a behaviour slip (Appendix D) should be completed and provided to Admin for support.

#### Minor Behaviours

##### Refusal to participate:

- Choosing not to engage in learning by passive actions.
- Off task.
- Refusing to follow adult instructions.

##### Verbal:

- Calling out and/or interrupting.
- Making inappropriate comments.
- Swearing by accident.
- Disrespectful tone/attitude.

##### Treatment of others:

- Verbal/written taunts.
- Spreading rumours.
- Making sarcastic comments.
- Intentionally antagonising other students.

##### Respect for the school environment:

- Using school equipment inappropriately.
- Taking other's things to use – but not stealing.
- Throwing litter on floor or playground areas.

##### Threats

- Using disrespectful body language (stamping feet, clenched fists, invading personal space, threatening to throw an object).

#### Major Behaviours

##### Refusal to participate:

- Repeatedly and defiantly refusing to comply with teacher requests to begin work/tasks.
- Leaving class without permission.

##### Verbal:

- Swearing at, name-calling or verbally attacking staff or students.
- Raising voice in an aggressive manner.
- Ongoing disrespect or attitude.
- Verbal intimidation or humour of a discriminatory nature (disability, racial, religious, gender, LGBTQIA).

##### Treatment of others:

- Physically hurting staff or students.
- Deliberately excluding/ostracising other students.
- When minor behaviours are repeated and become bullying.

##### Respect for the school environment:

- Wilfully damaging or misusing property that results in the destruction of property.

##### Threats

- Using aggressive body language to intimidate others.
- Threatening to emotionally or physically harm others.
- Encouraging, instigating or being a bystander in a fight.



## CHALLENGING INCIDENTS - PHYSICAL VIOLENCE OR INTIMIDATION

1. Immediate notification for assistance from an administrator or colleague.
2. Move student onlookers away.
3. Separate students if possible.
4. If appropriate, the Principal will follow the *Standing together against violence action plan*.
5. Parents will be notified.

### Individual Behaviour Management Plans

An Individual Behaviour Plan (IBP) is established when a student requires additional support to meet their individual needs or to modify their behaviour. The IBP template is accessible to all staff in Reporting to Parents. An IBP is developed in consultation with classroom teacher and Administration.

### Consultation process with parents

Teaching staff will contact parents and engage in a consultation process when behaviour management issues are encountered. Parents will be informed and engaged in the process for planning individual behaviour management. Staff will take every opportunity to encourage parent participation by genuinely seeking information and assistance in the responses to student behaviour.

## BULLYING

Heathridge Primary School strives to create a learning community based on positive values. Our management of bullying is guided by the Department of Education's definition and advice in the document, *Prevent and respond to bullying in schools*.

Bullying is an ongoing deliberate misuse of power in relationships through repeated verbal, physical and social behaviour. It can cause physical and psychological harm. It can involve an individual or a group misusing their power over one or more students.

## SUSPENSION

The placing of students on suspension will be authorised by the principal, or the associate principal in the event the principal is unable to exercise the suspension. The principal/associate principal reserves the right to deem whether the severity of the behaviour warrants a student to be suspended. The reasons and actions that take place in a suspension are guided by the Education Minister's Statement, *Standing together against violence*.

### **Responses to bullying Incidents by Staff and Administration team**

Information about ongoing and/or serious incidents must be referred to the Administration with a Behaviour Slip so that details can be recorded on Compass. Therefore, the following details must be provided:

1. Name/s of the student, who reported the incident and the bystander/s.
2. Any information gathered from interviewing the student/brief description of the incident/s.

### **Follow up by Administration/ Classroom Teacher**

Staff will endeavour to prevent further incidents by:

- Modelling/discussing PBS strategies.
- Providing consequences for the student.
- Using Restorative Practice techniques.
- Identifying the names of bystander/s. Then discuss strategies these students should use in the future when being witness to these incidents.
- Speaking to their class without using names by using reflective circles, class or small group meetings.
- Using their discretion when working with parents of the bullied child to assist their child to avoid being bullied in the future. Keep them informed about progress and measures taken.

### **Suspension procedures**

Suspension of a student from attending school is imposed for breaches of school discipline which have:

- Adversely affected or threatened the safety of anyone on the school site or taking part in an educational program.
- Caused, or are likely to result in, damage to property.
- Disrupted the educational instruction of other students.

Suspension is used as an opportunity for:

- The student, other students and staff to calm and recover.
- Everyone to reflect on, and learn from, the incident, including participating in restorative processes.
- The parent to meet with school staff to discuss how to improve support for the student.














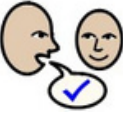












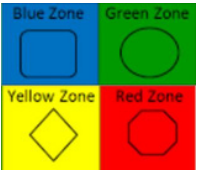

Suspension also gives school staff the opportunity to:

- Re-establish the good order of the school.
- Evaluate the effectiveness of the student's existing behaviour support plan.
- Meet with any internal or external stakeholders who can support the student.
- Seek advice on how better to support the student.
- Identify and plan supports and adjustments that may be required.

If a student is suspended from school, notification will be provided to the parents and District Office immediately, detailing and confirming the suspension. Details to be included are as follows:

- The reason for the suspension from school.
- The duration of the suspension and date that the student may return to school.
- The name of a school staff member that parents or the student can contact.
- Information regarding any conditions attached to the suspension.
- Details of the re-entry process for return to school after the suspension.

## PBS Matrix

<b>We are FAIR</b>	   <p>We work cooperatively with others.</p> <p>We are tolerant of other people.</p> <p>We keep our hands and feet to ourselves.</p>
<b>We are LEARNERS</b>	    <p>We show confidence in our ability.</p> <p>We always try our best.</p> <p>We persevere through challenges.</p> <p>We seek help when unsure.</p>
<b>We are THOUGHTFUL</b>	      <p>We respect others and equipment.</p> <p>We use good manners.</p> <p>We show kindness to all.</p> <p>We consider the feelings of others.</p> <p>We help our peers in need.</p> <p>We move quietly around the school.</p>
<b>We are TRUSTWORTHY</b>	    <p>We are always honest.</p> <p>We pass on information to parents/caregivers.</p> <p>We remain focused on our task.</p> <p>We admit if we have done the wrong thing.</p>
<b>We are RESPONSIBLE</b>	      <p>We follow instructions.</p> <p>We are prepared for learning.</p> <p>We report incidents to an adult.</p> <p>We walk to school safely.</p> <p>We wear our uniform correctly.</p> <p>We look after the environment.</p>
<b>We are STRONG</b>	     <p>We use positive comments with a growth mindset.</p> <p>We attempt to solve problems on our own.</p> <p>We recognise the difference between expected and unexpected behaviours.</p> <p>We use tools to regulate our emotions.</p> <p>We show resilience when there is a challenge.</p>



# **Standing together against violence**

**Minister's statement on how  
families can help keep schools safe**





# Actions

Our implementation of these updated actions will demonstrate the principles of fairness, inclusion and respect.

## Action 1

### **Principals to suspend students who attack other students, start fights or share and promote violence**

- Automatic suspension for students who attack other students or instigate fights.
- Automatic suspension for students who choose to film or share fight content or promote violence.
- Principals to develop a behaviour plan with families for the student's return to school.

## Action 2

### **Principals to automatically move to exclude any student who physically attacks school staff**

- After a physical attack, principals will immediately start an exclusion process.
- 'Exclusion' means the student is removed from a particular school permanently or for a specified period of time.
- Exclusion orders can only be made by the Director General.
- An exclusion order can be made to direct the student to attend an alternative school or education program.

## Action 3

### **Alternative learning settings for the most violent students**

- Every student has the right to an education – however some need intensive behaviour support.
- Alternative learning settings provide programs for students to continue their learning.
- These programs have been expanded to all education regions and support positive behaviour change in violent students.

## Action 4

### **Clear advice for principals, teachers and education assistants on authority and responsibility to take action**

- New protocols and guidelines to help support safer schools.
- Clear expectations to ensure respectful engagement with schools.
- This includes protocols to help build respectful school cultures, and productive collaboration and communication.

## Action 5

### **Provide training and support for school staff**

- Provide a range of training options to support schools to increase pro-social behaviour and reduce coercive behaviours.
- Support schools to implement the Quality Teaching Strategy.
- Targeted support for schools with high incidence of violence and aggression.



## Action 6

### Enhance 'good standing' requirements

- Expand loss of 'good standing' to include students who share or promote violence.
- Every public school to review its 'good standing' requirements.
- Students who lose 'good standing' for violent behaviour will have privileges removed – such as being banned from school social activities.
- 'Good standing' can be re-instated after the student has demonstrated positive behavioural change, as decided by the principal.

## Action 7

### Support programs for parents with clear expectations

- Internationally-recognised Triple P – Positive Parenting Program offered free to all Western Australian parents.
- Clear expectations for parents to engage respectfully with schools.

## Action 8

### Ensure schools are ready to respond to incidents of intruders or external risk

- Provide advice through the Incident Support Unit to support schools to prevent, prepare for, respond to, and recover from a range of incidents.
- Establish protocols with police to deal with incidents of extreme violence.
- Provide training and targeted support for principals.

## Action 9

### Continue a community conversation about violence in schools and online

- A consistent message for parents to set clear expectations of behaviour.
- Delivery and implementation of 'Connect and Respect' resources.
- Clear approach to manage adult behaviour that impacts learning.

## Action 10

### Give young people a voice and let them identify actions they believe could address violence in the community

- Harness the views and ideas of the WA Student Council.
- Continue focus groups with students to share their views on violence.
- Support young people to recommend solutions.

# Think Time Process

## 1st warning

DISCUSSION WITH POSITIVE PRIMING OF EXPECTED BEHAVIOUR. IMPLEMENT RELEVANT STRATEGIES (BREAK, ZONES OF REGULATION CHECK IN, ADDITIONAL LEARNING SUPPORT).

## 2nd warning

REPEAT EXPECTATIONS WITH AFFECTIVE STATEMENTS. REMIND STUDENT 3<sup>RD</sup> WARNING = 5 MINS PLAY TIME IN OFFICE. IMPLEMENT RELEVANT STRATEGIES TO STUDENT.

## 3rd warning

TELL STUDENT WHY THEY HAVE REACHED 3<sup>RD</sup> WARNING AND THEREFORE MISSING 5 MINS PLAY IN THE OFFICE.

At play time, student comes to office and gives 'Think Time' card to Admin.

Admin sets timer to facilitate think time.

At the end of time out, Admin uses affective statements to prime expectations. Student goes to play area.

Classroom Teacher informs parents via Compass email.

If student keeps going, teacher adds 5 mins to think time, every time student is reminded of expectations.

If behaviour escalates, staff can refer to office with Behaviour Slip.

If student is not compliant, staff will call Admin to come to room.

Admin to notify parents.

## STEP ONE

### Restorative Practice

#### Language tools:

- Affective language
- Stored responses
- Positive priming with clear expectations

#### Classroom Management Strategies:

- Non-verbal prompt (gesture, eye contact)
- Verbal prompt
- Offer choice
- Personal incentive
- Redirection
- Movement break

#### Repair relationships:

- Affective interaction one-to-one
- Small group conflict (P3 P3 F3)
- Large group conflict (response circle)
- Think time in office

## STEP TWO

### Admin Support

Student: \_\_\_\_\_ Room: \_\_\_\_\_

Reported by: \_\_\_\_\_ Date: \_\_\_\_\_

This is as a:

- ☐ Repeated behaviour
- ☐ Major behaviour

Background information of the repeated and/or major behaviour:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I would like Admin to facilitate:

- ☐ Reminder/Warning
- ☐ Loss of play time
- ☐ Regulation break in the Office
- ☐ Complete work in the Office

Parent contact:

- ☐ Teacher ☐ Admin

