

SWAN VIEW PRIMARY SCHOOL

Supporting Positive Behaviour Policy

Thinking of Others

RESPECT • KINDNESS • COLLABORATION
• RESILIENCE • PRIDE • EXCELLENCE

Rationale

We believe that effective learning of appropriate behaviours is best when there is a whole school approach. Effectiveness is optimised when students understand the choices they make and the consequences of those choices. Our policy does not presume to provide all the strategies but rather acknowledges that to have appropriate behaviour in the classroom and in the playground, there is a need for all staff to have received current professional learning. Furthermore, they must fully understand the responsibilities of managing the behaviour and engagement of the students with whom they interact. The staff at Swan View Primary School will use approaches and strategies that are restorative and preventative in nature. They focus on positive reinforcement and early intervention.

Through the Supporting Positive Behaviours program students demonstrating inappropriate or problematic behaviours will be supported and monitored. Swan View Primary School will provide every student with the educational support the student needs to learn and maintain positive behaviour. The Swan View Primary School community expects students to demonstrate respectful behaviour at all times. Students, staff and parents have a role in ensuring that these expectations are achieved.

Rights and Responsibilities of Students, Staff and Parents

<p>Students have the right to</p> <ul style="list-style-type: none"> ○ Respect, courtesy, honesty and fair treatment ○ Learn in a purposeful, supportive and non-disruptive environment ○ Work and play in a safe, secure, friendly and clean environment ○ Have access to the best possible education 	<p>Students have a responsibility to</p> <ul style="list-style-type: none"> ○ Display good behaviour and not disrupt the learning process ○ Ensure that the learning environment is kept neat, tidy and safe ○ Ensure that they are punctual, polite and prepared. ○ Demonstrate respect, courtesy and honesty ○ Behave in a way that protects the rights, safety and well-being of others
<p>Staff have the right to</p> <ul style="list-style-type: none"> ○ Respect, courtesy, honesty and fair treatment ○ Work in a purposeful, supportive and non-disruptive environment ○ Work in a safe, secure, friendly and clean environment ○ Cooperation and support from parents and the school community 	<p>Staff have a responsibility to</p> <ul style="list-style-type: none"> ○ Create and maintain safe and supportive learning environments ○ Establish and maintain routines that promote positive behaviours ○ Model and teach respectful, courteous and honest behaviour ○ Ensure high quality planning and teaching for all students every day ○ Report student progress to parents
<p>Parents have the right to</p> <ul style="list-style-type: none"> ○ Respect, courtesy, honesty and fair treatment ○ Be informed of curriculum material, behaviour management procedures and decisions affecting their child's health, safety and wellbeing ○ Be informed of their child's progress 	<p>Parents have a responsibility to</p> <ul style="list-style-type: none"> ○ Support and work with the school to providing high quality education for their child or children ○ Ensure that their child attends school regularly, on time and with correct materials ○ Ensure their child is ready to learn each day ○ Treat all members of the school community with fairness and respect

Our School Rules

At Swan View Primary School we all follow these whole school rules:

- We are kind
- We follow instructions and strive for progress in everything we do
 - We make safe choices
 - We raise our hand to speak
- We keep our hands, feet and objects to ourselves
- We are respectful of self, others and the environment

Promoting Positive Behaviour

Whole School Rewards

- **Faction tokens:** Students receive tokens for their faction for good behaviour. These get tallied each week to be announced at the Monday assembly. At the end of each term, the winning faction receive a reward
- **Merit certificates:** Certificates are awarded at each assembly to acknowledge social and/or academic achievement. Merit certificates are linked to the school values of RESPECT, KINDNESS, RESILIENCE, COLLABORATION, PRIDE, EXCELLENCE
- **Raffle Tickets:** Students are awarded raffle tickets for positive behaviour, getting to school on time and wearing school uniform. At the Monday assembly, 3 winners are drawn for a canteen voucher. One Principal prize is also drawn for a Lego prize
- **Commendation Letters:** These are to be sent home and signed by Admin

Classroom Rewards

Classroom approaches and incentives may be given for social or academic achievement and may include:

- **Encouragement and praise-** Encouragement should be the primary instrument of positive reinforcement
- **Stickers**
- **Prizes**
- **Group/Individual points**
- **Class dojo points (if using the program)**
- **Positive call to parents/Positive note home (See Appendix 3)**
- **Visit to other classrooms**
- **Free time/free choice**
- **Positive visit to the office**

Each classroom and specialist teacher is to have a positive incentive system in their room.

Responding to Negative Behaviour

Strategies to Minimise Negative Behaviour

Common language and consistent methods are employed by all teachers to minimise inappropriate behaviour and optimise student engagement. These include:

Classroom

- Making students aware of the intended outcomes of each lesson
- Explicit teaching and explanation of whole school rules and what they look like in the classroom and playground
- Implementing well-planned lessons that target the students' interests and abilities
- Using consistent classroom routines
- Incorporating movement and brain breaks into daily routines
- Varying position in the classroom
- Having positive interactions with students

Playground

- Staff on duty wearing a duty vest for easy identification
- Staff moving quickly to their designated duty area
- Staff moving proactively within their designated duty area (not chatting to other staff members)
- Actively engaging with students while on duty, rather than waiting for issues to be brought to them
- Recognising and praising positive behaviours
- Redirecting unsafe play

Parent Responsibility

We appreciate the assistance of families at home in responding to negative behaviour and ask for support with the following:

- Parents to speak to their child when an issue has occurred and support the school decision with a consequence
- Parents to speak to their child about possible choices that could have been made instead of the behaviour displayed e.g. *What went wrong? What happened because of this? What could you do next time?*
- Parents to liaise with teachers and Admin when required to create plans to help support behaviour
- Parents to inform classroom teacher/Admin of anything that may affect their child's behaviour

The diagrams on the following pages outline the strategies employed by Swan View Primary School staff when addressing inappropriate behaviour in the classroom and playground, respectively.

Check Charts

The check charts have been designed as part of Swan View Primary School's Behaviour Agreement. Students will move through the check charts if they exhibit negative behaviours in the classroom, as per the flow chart on the next page.

Repeated low-level behaviours will be addressed by teachers as they arise. Parents will be informed if there is a sustained change in their child's behaviour or if their child consistently exhibits low-level behaviours. Teachers will involve Administration in conversations with students and parents as appropriate.

Please see Appendix 1 for example chart.

Processes for Addressing Inappropriate Behaviour - Classroom

Strategies to minimise inappropriate behaviour in the classroom are implemented

Minor

Teacher Actions

- State SVPS expectations each morning with class
 - Low-key responses
 - Re-direct stating expected behaviour

Classroom Warnings x3 (note on check chart)

- Give warning stating the inappropriate behaviour and the choice to demonstrate the expected behaviour

Classroom time-in x1 (note on check chart)

- Up to 10 mins time-in where student is able to reflect on behaviour choices and discuss options with teacher/EA

Classroom Warnings x1 (note on check chart)

- Give warning stating the inappropriate behaviour and the choice to demonstrate the expected behaviour

Reflection Time (note on check chart)

- Student is to be given 15 mins reflection time at first lunch which is to be supervised by Admin
- Student to be sent with behaviour referral form

Referral to Administration (Office Visit 1) (note on check chart)

- If behaviour continues, student is sent to front office
- Class teacher to add to referral form and send work
- Once calm, student will sit quietly for minimum of 10 mins and then complete work
- Determination by Admin if another reflection time is required
 - Behaviour entered into Integris by Admin
 - Parent contacted by Admin if required
 - Student returned to classroom

Referral to Administration (Office Visit 2) (note on check chart)

- If behaviour continues further, student is sent to office again.
- It will then be decided by Admin as to whether there will be office time out for the rest of the day or an in school/out of school suspension

Major

Administration Referral (Front Office)

- Class teacher to complete behaviour referral form and send student to Front office with escort, where possible
- If assistance is required to remove the student, call Admin
- Teacher to mark as an office visit on check chart

Administration to investigate:

- * Reflection time
- * Parent contact and parent to follow up at home
- * Withdrawal
- * In-school Suspension
- * Suspension
- Behaviour entered into Integris and parents notified

Examples of Major behaviours

- Physical attack on staff or student
- Malicious attack on property
- Stealing
- Aggressive/threatening/intimidating behaviour
- Swearing abusively at other students/staff
- Intentional racist remarks
- Bringing a weapon to school that can, or is likely to, cause harm
- Physical fighting
- Throwing objects at others with intent to hurt/hit
- Spitting with intent at another person
- Bullying/cyber bullying using school resources
- Collusion with others to inflict harm/conflict
- Verbal aggressive abuse
- Vaping/smoking or bringing these implements to school

Processes for Addressing Inappropriate Behaviour - Playground

Strategies to minimise inappropriate behaviour in the playground are implemented

Minor

Teacher Actions

- State SVPS expectations and attempt to redirect behaviour
- Low-key responses

Major

Administration Referral (Admin)

- Duty teacher to use RED CARD in duty bag (give to student to take to Admin)/phone the office with mobile
 - Admin is to come and assist
- Duty teacher to fill out referral form when able to (either email or fill out behaviour slip)

Time In with Duty Teacher/Sit out at a allocated spot

- Student to either walk with duty teacher for approximately 5 mins or sit out (ensure it is somewhere that can be easily seen)

Administration to investigate:

- * Reflection time
- * Parent contact and parent to follow up at home
- * Withdrawal
- * Suspension
- Behaviour entered into Integris and parents notified

Referral to Administration

- If behaviour continues, or if student refused to Time In, student is sent to Admin with another child to ensure student gets there. Student is directed to sit in Admin and wait
 - Duty teacher to complete referral slip
- Admin staff to talk to student and determine whether consequence is necessary
- If student refuses to go to Admin area, Admin are to be notified asap after the break and Admin to follow up with consequence

Examples of Major behaviours

- Physical attack on staff or student
- Malicious attack on property
- Stealing
- Aggressive/threatening/intimidating behaviour
- Swearing abusively at other students/staff
- Intentional racist remarks
- Bringing a weapon to school that can, or is likely to, cause harm
- Physical fighting
- Throwing objects at others with intent to hurt/hit
- Spitting with intent at another person
- Bullying/cyber bullying using school resources
- Collusion with others to inflict harm/conflict
- Verbal aggressive abuse
- Vaping/smoking or bringing these implements to school
- Stealing food from other students

Examples of Minor behaviours

- Being out of bounds
- Climbing on the rock walls
- Unfair play
- Rough play
- Eating and walking
- No hat on
- Unkind words to others
- Swearing in play
- Intentionally leaving out other students (once off, if a pattern please see Major behaviours)

Restorative Practice

Restorative approaches require thinking and interacting in ways that place positive relationships at the centre of teaching and learning. The Department of Education's values of equity, student voice, truth telling, care, teamwork and learning are embedded and enacted through working in restorative ways.

Restorative teaching practice focuses on working with students, rather than doing things to them or for them, maintaining positive relationships and applying fair process in decision making. When teachers apply restorative approaches in the classroom, they:

- interact sensitively with people from cultural backgrounds different to their own
- build trust, safety, respect, empathy and understanding in all relationships
- value and build on the cultural and linguistic strengths of students
- listen deeply, are positive and optimistic and future focused
- are responsive to identified needs required for safety, connection, wellbeing, self-determination, and care and concern for others and the community
- view conflict as an opportunity to grow and learn, and teach students to cope with challenges and be accountable for their actions
- separate behaviours of concern from the student
- provide opportunities to repair and restore relationships when harm has occurred
- apply procedural fairness and implement consequences that are proportional and fair

Restorative Classroom Environments

Proactive and preventative actions consist of three key elements:

1. Physical environment includes creating a:

- physically, emotionally, culturally and relationally safe environment that considers the sensory needs of students
- welcoming classroom that values and celebrates diversity
- variety of restorative spaces for individual students and the whole class. Spaces can be inside and outside the classroom
- display of visual reminders such as routines, values and scripts for problem solving.

2. Relationships focus on:

- connecting with the unique strengths and talents of each student
- building opportunities for all students to feel a sense of safety, identity and belonging, achievement, autonomy, altruism, adventure and fun
- modelling optimism and hope, solution finding and a growth mindset, using strength-based language
- immediately responding to prevent and reduce issues of bullying, racism, harassment and discrimination
- using class circle meetings to:
 - co-create classroom values, expectations and consequences
 - build community, social capital and student voice in decision making
 - build emotional literacy and awareness through daily check-ins
 - engage in collaborative problem solving
 - explicitly teach social emotional competencies and skills.

3. Teaching and learning programs include:

- time allocated for brain-breaks and activities that support students' engagement in learning
- embedding opportunities to learn in responses to student behaviour
- implementing instructional skills that increase cognitive and emotional engagement.

(Department of Education WA - *Teaching for Impact*)

Teacher and student interactions after a behaviour incident

When students have displayed a negative behaviour or receive a consequence, it is vital that the relationship between teacher/student or teacher/support staff are restored. The student does not need to be spoken to about their behaviour again, as this would have been covered by their time with Admin.

When students have been at the office for a time/or after reflection, when they arrive back the teacher should take a fresh approach by:

- Welcoming the student back in by saying "it is nice to have you back in class" or "thankyou for coming back in so calmly". Ensuring your body language is warm and welcoming

If there was an incident that occurred in the classroom, the following questions could be used in one-on-one conversations or small groups:

- *What happened?* Value the student's voices and perspectives. Focus on the timeline of events without blame. Understand the triggers
- *What do you want?* Establish the need? We all behave to meet specific needs
- *Is it okay to want _____?* Validate the need
- *Did what you did work for you?* Identify the behaviour of concern
- *What could you try next time that would work for you?* Identify replacement behaviours
- *Do you think they might work?* Validate replacement behaviour
- *Who has been affected by what happened?* The key question to trigger empathy and remorse. Think beyond those directly involved to see the 'ripple effect' of actions and consider the personal impact
- *In what way have they been affected?* Name or describe the impact and acknowledge the consequences
- *What do you think you need to do to make things right?* Devise agreed, realistic and meaningful resolutions to heal the harm
- *If the same thing happened again, what would you do differently?* An opportunity for learning and verbalising alternative strategies

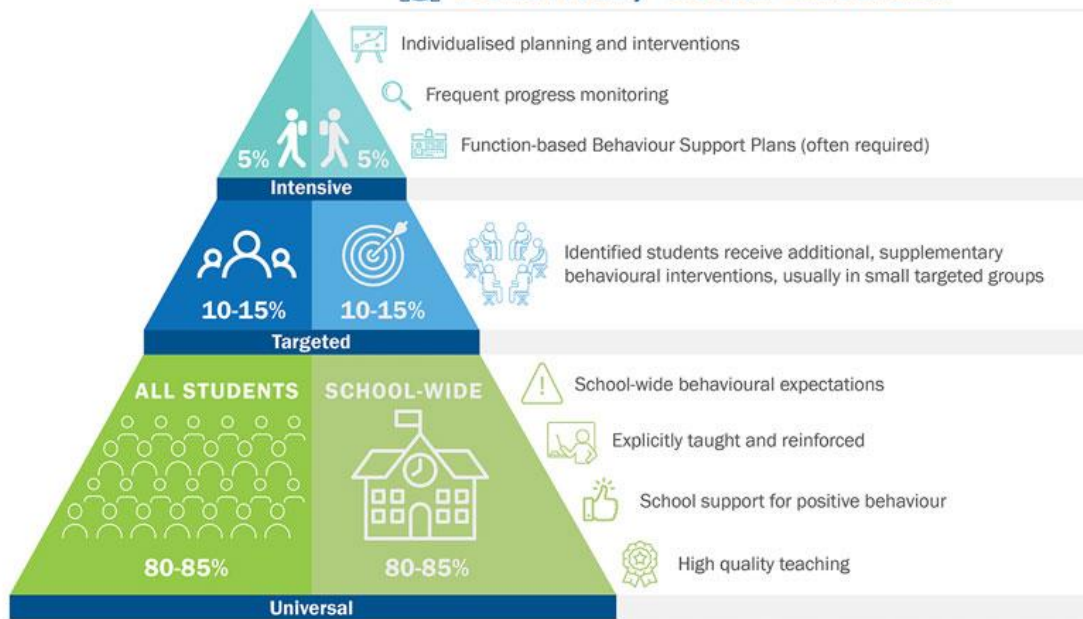
Positive Behavioural Interventions and Supports

For students who display behaviours which have been documented as not responsive to whole school practices and systems:

- Additional support will be provided in the classroom and through Admin facilitation (Tier 2)
- Or an Individual Behaviour Plan (IBP) will be developed and implemented (Tier 3)



Behaviour / Social-Emotional



Individual Behaviour Support Plans (IBPs)

Individual Behaviour Support Plans are to be implemented when a child requires additional support to meet their individual needs or to modify their behaviour. The plan details the targeted behaviour, positive and negative consequences, a severe clause, parent involvement and review actions (see Appendix 4). When a child is put on an Individual Behaviour Support Plan the following actions are taken:

- A case conference is organised with parents/caregivers;
- Other supports are utilised when necessary, such as the school psychologist;
- The plan is reviewed in a timely manner.



Swan View Primary School

Playground Referral Form

Duty Teacher: _____ **Date:** _____ **Playtime:** Recess / Lunch

This student has demonstrated the following uncooperative behaviour.

Name: _____

Additional information:

APPENDIX 3: Red Card Template

ADMIN ASSISTANCE NEEDED ON OVAL	ADMIN ASSISTANCE NEEDED EC
ADMIN ASSISTANCE NEEDED C BLOCK	ADMIN ASSISTANCE NEEDED LIBRARY
ADMIN ASSISTANCE NEEDED B BLOCK	ADMIN ASSISTANCE NEEDED UNDERCOVER AREA

Student:

Student year:

DOB:

Commencement of plan :

Background information to be considered: (*diagnosis, disability, family, cultural, social, etc.*)

-

Possible Behaviour Triggers

- Examples:
- Conflicts with friends in the playground – friendship groups
- Perception of being bullied by friends at school
- Coming into school after a turbulent start to the day at home
- Perceived undesirable people in her 'bubble'
- Low blood sugar level – not eating breakfast at home?

Define Behaviours (*Define in measurable and observable terms – maximum 3 target behaviours*)

- Examples:
- Refusing to follow teacher instructions (to begin task, to move within the classroom, to comply with check chart – time out, buddy, office)
 - Body movement when escalated – rolling, slouching, etc.

Target Behaviour (*Alternative behaviours we will teach / want to see*) e.g.

1. Starting a task – having a go before saying she can't do it
2. Follow teacher direction in terms of movement within the classroom (e.g. from mat to desk)
3. Self-regulate when prompted by teacher (e.g. time out – complete appropriate activity / exercise)

Strategies / Interventions / Supports Offered

Strategies for teaching/supporting the target behaviour e.g.

1. Teacher to prompt class to start a given task
 - Extra take-up time for the student
 - Remind the student's name (create signal) that she will get a sticker on her chart for independently attempting the task, before asking for help
2. Teacher to prompt class/the student's name to move to another spot
 - If the student complies – sticker on chart
 - If not, (create signal) that she will get a sticker on her chart for moving straight away
3. Teacher to remind the student's name when she needs to use a self-regulation strategy using signal (create)
 - If student's name tries self-regulation, she gets a sticker on her chart

Positive Consequences

- See sticker chart

Negative Consequences

- After reminders and take-up time as per above strategies, student will be escalated through the check-chart
- Each time the student's name is bumped up the check chart, she has an additional opportunity for a sticker on the behaviour chart. "The student's name

Severe Clause: *(Risk Management Plan)*

- Admin phoned / send for to assist

Rebuilding Relationships *(Restorative Practice, etc)*

- Morning check-in - teacher alarm set (Sleep last night? Breakfast? Still hungry? Self-regulation needed?)
- Afternoon check-in -teacher alarm set (How was lunch? Did you eat enough? Any conflicts? Need any help?)
- Find an opportunity later in the day to be silly or share a joke

Review Date

Signatures:

Parent/Caregiver: _____

Student:

Teacher(s): _____

Student Services: _____

Date: _____