

Behaviour Management and Education Policy

December 2022



Building brighter futures together

Rationale

The key to effective student behaviour education is high quality positive relationships between teachers, students and parents, characterised by trust, mutual respect and tolerance. Behaviour education involves detailed and effective planning to prevent, reinforce and encourage acceptable, appropriate behaviour. Teaching students to take responsibility for their own behaviour and having respect for the rights of others are the ultimate aims of the school's behaviour education program.

The emphasis is on students "working out" their problem in a caring, courteous and consistent environment. At Beenyup Primary, our behaviour education approach is underpinned by the Positive Behaviour Support (PBS) approach.

Staff must clearly explain the school expectations and rules to students, display them in their classrooms and make students fully aware of the consequences of misbehaviour. In most cases staff members are capable of dealing with minor misdemeanours and may use a variety of low key strategies (CMS) to correct misbehaviour.

This system recognises that the individual classroom teacher has responsibility for managing classroom behaviour with support from Administration. Class teachers will use low key strategies as part of the school behaviour management process.

Staff members are to direct students to the front office where serious incidents of misbehaviour are involved (e.g. assault of staff or students or other criminal acts). If the child is unwilling to come to the office, or urgent assistance is needed, the red card should be sent to the office with a reliable student. Teachers who require assistance that is not urgent are to send the yellow card to the office. All other acts of behaviour are to be treated in the context of this policy. Please note that staff are to refer students' Individual Behaviour Plans where applicable.

School Vision

Building brighter futures together through high expectations and belonging so that every child, every day has the opportunity to find joy, be challenged and experience success.

Outcomes

- ✓ Behaviour in the school will be consistent with the values and practices of the Behaviour Management in Schools (BMIS) policy.
- ✓ Students, staff and parents/carers will accept responsibility for their own behaviour.
- ✓ Students, staff and parents/carers will resolve conflicts effectively.
- ✓ Students, staff and parents/carers will feel valued.
- ✓ Students, staff and parents/carers will feel safe and secure.
- ✓ Students, staff and parents/carers will co-operate and support one another.
- ✓ Students, staff and parents/carers will behave in accordance with the school rules.
- ✓ The school to develop consistent, regular referral to school procedures.

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School expectations

- ✓ Our whole school approaches to behaviour are consistent and implemented with fidelity.
- ✓ The teaching of our PBS STAR behaviour matrix values underpins this policy.
- ✓ Bullying is an unacceptable behaviour in any form.
- ✓ Students will learn to accept responsibility for their actions.
- ✓ Rewards and consequences reflect actions.
- ✓ The management of student behaviour is a shared responsibility involving staff, parents and the student.
- ✓ We recognise the worth and dignity of all people.
- ✓ Conflicts must be resolved in a positive manner aligned to PBS.

At Beenyup Primary we believe that:

- ✓ ALL students have the right to feel safe and secure in the school environment.
- ✓ ALL students have the right to learn without being disturbed by others.
- ✓ Students have the right to be provided with support to self-regulate behaviours.
- ✓ All students have the right to be heard, valued and respected as individuals, regardless of difference and inclusive of factors including: race, ethnicity, religion, sexuality, disability, gender, physical abilities, academic abilities and/or, language capability.
- ✓ Staff have the right to teach / work in a safe, clean and secure environment. This includes being shown respect and courtesy by families.

AVID and PBS are the foundations of our school and help each of us to shine as a Beenyup STAR. Our matrix of expected behaviours reflect our key values based on being a Beenyup STAR.

Safe

Tough

Ambitious

Respectful

Positive Behaviour Support at Beenyup Primary

What is PBS?

PBS stands for Positive Behaviour Support. It provides an operational framework for improving student academic and behavioural outcomes by ensuring that all students have access to the most effective and accurately implemented instructional and behavioural practices and interventions possible. PBS in WA supports the implementation of the WA Education Department's School Behaviour Policy with the focus on preventative, proactive strategies, and logical consequences.

PBS builds a continuum of supports for staff and students. At each level (or tier) we have an emphasis on outcomes in the form of agreed expectations for behaviour in order to support student learning and social behaviour. There is equal emphasis on the system supports that will be needed to build fluency with new or revised practice among all teachers and staff within the school.

Beenyup PS general playground Rules

- ✓ We always wear a hat when playing outside - No Hat No Sun.
- ✓ We are safe and fair.
- ✓ We walk through the school on paths and paved areas.
- ✓ We can only take our shoes off for the sandpit and the main playground.
- ✓ Water from the fountain is for drinking only.
- ✓ We follow the rules for each play area.

PBS is supported by a 3 tiered model

Behavioural systems

Tier 3 - Intensive

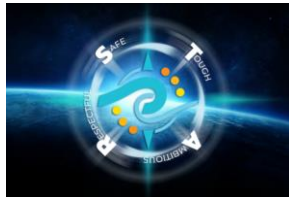
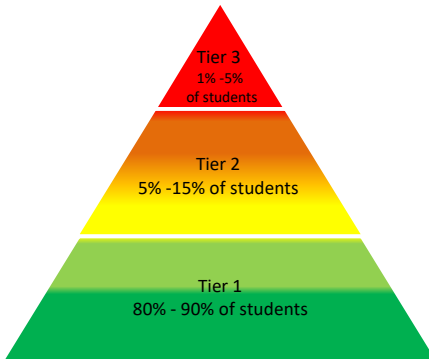
- Individual student
- Intensive systems and procedures for function based wrap around support
- Assessment based

Tier 2 - Targeted

- Some students (at risk)
- Check in / out
- Targeted social skills instruction
- Documented plan supports
- Peer based supports

Tier 1 – Core/foundation

- All students
- Preventative, proactive
- Explicitly teaching and encouraging expected behaviour



Academic systems

Tier 3- Intensive

- Few students
- Intensive individual documented plans
- Assessment based

Tier 2 - Targeted

- Some students (at risk)
- Small, targeted group work and support in class
- Possible eligibility for targeted school intervention programs
- Documented plans
- Targeted in class differentiation of content /process
- Peer based supports

Tier 1– Core/foundation

- All students, all settings
- Preventative, proactive
- Whole school instructional strategies and approaches

Our STAR matrix outlines the expected behaviours of everyone in our school community and clarifies what our behaviours should sound, look and feel like. The matrix breaks down each expectation into key skills which are taught explicitly through a whole school approach. These are taught in every classroom and consistently reinforced throughout the school by all staff.

• Beenyup Primary School Positive Behaviour Matrix

	Safe	Tough	Ambitious	Respectful
Beenyup Way	<ul style="list-style-type: none"> • We walk on paved areas. • We Follow the Toilet Expectations • We Follow all adult instructions • We keep our hands, feet and words to ourselves • We wear a hat outside. 	<ul style="list-style-type: none"> • We own our mistakes • We work towards a solution. 	<ul style="list-style-type: none"> • We have high expectations of ourselves and others • We are AVID Organised • We set goals and persevere to achieve them • We practise 'smart ignore' 	<ul style="list-style-type: none"> • We walk in SHARP lines • We practise SLANT listening • We use appropriate language and volume when speaking • We include and encourage others • We put rubbish in the correct bin. • We use drink Fountains for drinking only • We conserve our resources
Learning Time	<ul style="list-style-type: none"> • We use class equipment properly • We walk inside 	<ul style="list-style-type: none"> • We express emotions appropriately. • We participate in learning 	<ul style="list-style-type: none"> • We encourage others • We welcome and act on feedback • We celebrate our own and others successes • We remain Focused • We persist even when we find tasks hard 	<ul style="list-style-type: none"> • We let others learn • We return equipment to the correct place • We care for library books • We treat technology equipment with care
Play Time	<ul style="list-style-type: none"> • We use play equipment appropriately • We play in the correct areas 	<ul style="list-style-type: none"> • We congratulate and encourage others • We ask for help when need • We include others in our games 		<ul style="list-style-type: none"> • We respect sport equipment monitors • We take turns • We agree on and follow game rules
Cyberpad	<ul style="list-style-type: none"> • We keep personal information to ourselves • We report cyber-bullying • We use technology as instructed by our teachers 	<ul style="list-style-type: none"> • We tell teachers if there is a problem • We use available resources to solve problems 	<ul style="list-style-type: none"> • We use technology to support learning • We acknowledge research sources 	<ul style="list-style-type: none"> • We use respectful language at all times

Roles and Responsibilities

Our Students will:

- ✓ Endeavour to attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
- ✓ Follow all school and classroom behaviour expectations.
- ✓ Follow the PBS STAR matrix.
- ✓ Ensure their behaviour does not impact on the safety, well-being and learning of others.
- ✓ Behave safely, considerately and responsibly, including when travelling to and from school.
- ✓ Care for property belonging to themselves, the school and others.
- ✓ Treat one another with dignity and respect.
- ✓ Show respect for teachers, fellow students, other staff and school visitors and not engage in any form of harassment, victimisation or intimidation.
- ✓ Let others learn by ensuring that their behaviour is not disruptive.
- ✓ Ensure that the school environment is kept neat and tidy.
- ✓ Be actively involved in upholding the Beenyup Primary Behaviour Management policy.

Our Parents will:

- ✓ Ensure their child/ren attend regularly and punctually.
- ✓ Ensure their child/ren's emotional and physical condition is at an optimum for effective learning. This includes supporting their child/ren to co-regulate so they can enter class calm and ready to learn.
- ✓ Teach their children to be responsible for their own behaviour.
- ✓ Support the school in the implementation of the school's Behaviour Management policy.
- ✓ Inform the school about concerns when necessary.
- ✓ Work with the school to seek positive solutions to issues in a courteous manner, including reporting issues to the teacher.
- ✓ Ensure that their child is provided with the correct materials to make effective use of the learning environment.
- ✓ Support the school in providing a high-quality education for their child.

In the event of severe misbehaviour resulting in out of class withdrawal or loss of privilege, parents/carers have the

RESPONSIBILITY to:

- ✓ Communicate regularly with the class teacher.
- ✓ Make arrangements (if necessary) to collect their child from school when required.
- ✓ Attend a meeting when requested, with Administration/Teacher and their child, to assist in resolving their child's behaviour in a respectful manner.

Our Team of Staff will:

- ✓ Establish positive relationships with students and parents.
- ✓ Model, explicitly teach and promote appropriate and expected behaviour Model of the PBS STAR matrix.
- ✓ Support the effective implementation of this policy.
- ✓ Develop and maintain a positive classroom environment.
- ✓ Ensure that the school environment is kept neat, tidy and secure.
- ✓ Ensure good organisation and planning (linked to a Plan, Teach, Assess cycle).
- ✓ Monitor, document and report student behaviours to parents (teachers) and administration.
- ✓ Teach social competencies and strategies to prevent bullying.
- ✓ Have knowledge of school and Departmental policies relating to student welfare including bullying.
- ✓ Be proactive in playground supervision and classroom management, and respond in a timely manner to incidences.

Our Teachers will:

- ✓ Model and explicitly teach the PBS STAR matrix.
- ✓ Implement the school's PBS system of rewards including positive incentives, both intrinsic and extrinsic, in their classroom behaviour education plan and reflective of the whole school PBS approach.
- ✓ Make regular parent contact for positive behaviour.
- ✓ Provide curriculum and pedagogy that supports students to develop an understanding of the school's expected behaviours. This includes explicitly teaching each aspect of Beenyup's PBS STAR matrix of expected behaviours.
- ✓ Provide curriculum and pedagogy that supports students to develop an understanding of bullying behaviour and its impact on individuals and the broader community.
- ✓ Develop individual plans as necessary.
- ✓ Display rules, as well as:
 - discuss Rights and Responsibilities
 - discuss consequences of behaviour
 - fully explain Behaviour Management processes
 - Prepare and maintain an appropriate "in-class time out" spot.
 - discuss ways to resolve conflict (restorative justice)

- use the school's Tracking Sheet to record behaviours
- ✓ Ensure CMS (Classroom Management Strategies) are consistently used in the classroom.
- ✓ Maintain records of individual student behaviour in class through the use of SIS Behaviour Management as well as tracking sheets, student reflection sheets and letters to parents.
- ✓ Ensure all staff (including specialists and relief staff) are aware of behavioural issues and management plans for students in their class.
- ✓ Keep clear records of student behaviour (Tracking sheet, Integris, documented plans etc) and parent meetings/ conversations.

Administrators will:

- ✓ Provide leadership, advice and direction. Support to staff, parents and students in creating and maintaining a safe, secure and harmonious work environment for students and staff.
- ✓ Facilitate / coordinate training and development for staff, including induction for new staff.
- ✓ Disseminate DoE policy information and training to staff and ensure that all procedures are aligned with Department of Education guidelines.
- ✓ Liaise with all relevant stakeholders as needed.
- ✓ Monitor playground behaviour of students and regularly report data to staff.
- ✓ Support teachers to teach expected behaviour and to implement the school's behaviour policy.
- ✓ Work with complex welfare and discipline issues in a sensitive manner.
- ✓ Keep staff informed in relation to students experiencing difficulty as required.
- ✓ Support teachers to implement strategies to assist students to improve their behaviour.
- ✓ Oversee suspensions and complex welfare and discipline issues.
- ✓ Ensure that the school's policy is evaluated and reviewed at appropriate intervals.

Rewards

PBS class rewards are earned through demonstrating STAR behaviours both in and outside of the classroom. STAR slips are given by staff at playtimes and by class teachers via the STAR dojo points system. These rewards are earned by the whole class and will usually occur approximately 3 - 4 times per term.

In addition to PBS class rewards, examples of positive incentives for student behaviour management may include:

- | | |
|---|--|
| ✓ Verbal praise from staff, parents and community members | ✓ Aussie of the Month |
| ✓ Stamps, stickers | ✓ Brilliant Kids Morning Tea |
| ✓ Prize box | ✓ Reward play |
| ✓ Merit certificates | ✓ Positive notes to parents and students |
| | ✓ Supernova student points and prizes |

Supernova students

Students demonstrating consistent work efforts and class behaviour will be rewarded by receiving a point on their classroom Supernova tracker chart each day. Students reaching each 20 points will share their success with a member of administration, receiving a prize from the admin prize boxes.

Reward plays

To encourage regular attendance, punctuality, good behaviour choices and returning library resources, our students will be eligible for a bonus reward. These children will receive a reward play once per term.

To be eligible for the bonus reward play each term, students will have:

- ✓ No suspensions or unexplained absences.
- ✓ No behaviour incidents beyond 3 play time reflections recorded on the Student Information System (SIS).
- ✓ No more than 5 late arrivals.
- ✓ No outstanding overdue library books.
- ✓ No more than 5 uniform passes.

For students working on an Individual Behaviour Plan to support the development of acceptable behaviour, school administration may use their discretion and deviate from the above process.

Behaviour Management Summary



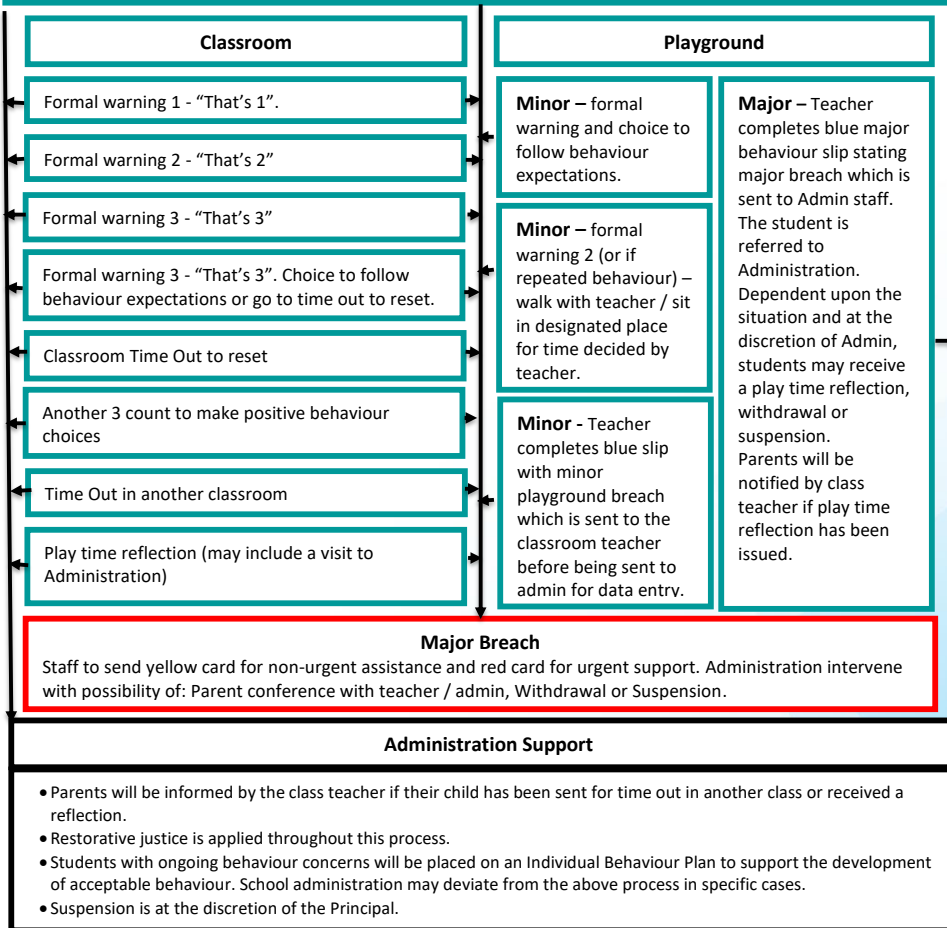
Pastoral Care

Our Behaviour Management approach is developed around teaching, encouraging and rewarding the positive behaviour we expect at Beenyup Primary. We also ensure the positive wellbeing of all students throughout the day.

Positive environment

Self-disciplined children and their teachers interact positively and learn together in the classroom without the need to apply BMIS procedures. The greater majority of children take full responsibility for their own behaviour. All teachers have their own classroom incentive plans, which align to PBS, for encouraging and rewarding appropriate behaviour.

Children have a choice when deciding upon their behaviour. **Staff will use CMS low key responses** as preventative strategies to support students in making positive behaviour choices throughout each part of the process outlined below for example, proximity, signal to attend, pause, eye contact etc to curb unwanted behaviour. If students continue to display unacceptable behaviour, the following consequences will apply, in both the class and playground. Please note that for some students requiring documented plans with specific scaffolding, it is the school's discretion to adjust this process for them.



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Suspensions

Only the Principal has the authority to make a decision to suspend a student; however, this responsibility is delegated to the Deputies in particular circumstances. Regulations regarding suspension and detention can be found in: **Department of Education and Training's Student Behaviour Policy. Student Behaviour Procedures. 2016.**

Suspension is used when the breach of school discipline causes significant disruption to the student, other students or staff. Notwithstanding the above, suspension is to be understood as a severe sanction, reserved for use in severe circumstances.

Suspension process

1. Principal determines if incident is a breach of school discipline or a serious breach of school discipline.
2. Parent / carer contacted.
3. Loss of good standing applied.
4. Suspension applied.
5. Return from suspension meeting convened and re-entry plan developed to:
 - a. Focus on finding a positive solution.
 - b. Stop the behaviour occurring again.
 - c. Restore relationships between the students involved.
 - d. Set conditions to return to school.
6. Student re-engaged in school.
7. Good standing re-instated after such a period decided by the Principal.

Good standing

A loss of good standing is a sanction imposed as a result of a serious breach of discipline or ongoing breaches to the school's behaviour policy. A student who starts a fight, makes physical contact with the intention to harm another student or videos a fight, will automatically lose good standing and will not be permitted to participate in school non-curricula activities. Where a loss of good standing has been imposed, supervision and appropriate educational instruction will be provided to the students not permitted to take part in non-curricula school events. Please refer to our Good Standing Policy.

Weapons on school site

A weapon is defined as "a thing designed or used or usable for inflicting bodily harm" (Australian Concise Oxford Dictionary 2009 p1640). Controlled weapons include those used in the practice of a martial art, sport, act or similar discipline such as swords, machetes and spear guns. Prohibited weapons are any items that have no other purpose other than as a weapon such as firearms, spray weapons, flick knives and switch blades.

Incidents involving weapons will be dealt with as a serious breach of discipline and students suspended immediately as per the *School Education Regulations 2000 43(1(b))*.

Where the weapon is deemed to be prohibited or controlled, the Principal will ensure the police are contacted immediately. The incident will be entered on the Department's incident notification system.

Drugs and illicit substances

All medication is kept in the medical office and is administered by the school officer or members of administration. Parents must fill in medical forms and hand any medication into the front office for safe keeping and administration.

Teachers should not keep medication in their room or administer it to students.

Any student found with medication should be directed to hand it in at the office. Students with any illicit substances are to be sent immediately to a member of administration and their parents will be contacted. If

anyone finds illicit drugs in the area, contact admin who will inform the police. If a child finds drugs, let admin know immediately and their parents will be informed straight away.

Bullying

All members of our school community are committed to ensuring a safe and supportive environment where all members have the right to be respected and have a responsibility to respect each other. Bullying is unacceptable at Beenyup PS.

Bullying is a misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons (imbalance of power). Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. However, these conflicts still need to be addressed and resolved.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance).
- not liking someone or a single act of social rejection.
- one-off acts of meanness or spite.
- isolated incidents of aggression, intimidation or violence.

Positive Behaviour Support linked to the explicit teaching of expected behaviours, feedback and positive reinforcement will be used at Beenyup PS to prevent and respond to incidences of bullying.

Technology and Cyber bullying

- The use of mobile phones for all students will be banned from the time they arrive at school to the conclusion of the school day. This includes before school and at break times. Students are not permitted to have mobile phones in their possession during the school day.
- Mobile phones must be switched off and taken to the administration office before the school day begins and collected at the end of the school day as per our school's Mobile Phone policy. Students will need to sign in and out their mobile phones at the Administration Office. Beenyup Primary School will securely store student mobile phones during the school day.
- Students who do not comply with the mobile phone policy will have their mobile phone confiscated and held at the administration office. The parent/carer will be informed and requested to collect the mobile phone at their earliest convenience.
- When the school becomes aware of any messaging that is considered teasing or bullying parents will be contacted, as will the victim's parents. Any student whose mobile telephones contain explicit or inappropriate content may be suspended. If any student is found to have posted inappropriate material to social media, their parents will be contacted and an appropriate consequence given; this may include suspension under certain circumstances and is at the discretion of the Principal or delegate.

If the school network is used for bullying or posting inappropriate materials, restorative justice processes will be used to support the student "make it right" with the victim. Parents will be contacted. There will be a period of time where the students will not be able to use the school's network. Suspension may occur.

Self-Harm and Suicidal Behaviour quick reference guide

Strict procedures must be followed, see the flow chart below.



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Consultation with appropriate personnel

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