

East Hamersley Primary School

Positive Behaviour Support Policy

(Term 2, 2023)

Purpose:

The Positive Behaviour Support (PBS) Policy establishes the processes and practices which ensure effective, consistent and fair behaviour support for children and young people across our school.

The policy assists students to develop the necessary personal and social capabilities to understand and exercise their rights and responsibilities so that they can fully participate in and contribute to, their learning environments, and the wider community.

Our Positive Behaviour Support Policy and Processes have been designed for use by teachers across the school to increase appropriate (on task, motivated to learn and prosocial) behaviours and reduce inappropriate (disengaged and disruptive) behaviours.

Rationale:

EHPS is committed to providing all students, staff and parents with an inclusive learning environment that is cooperative, supportive and welcoming.

The Positive Behaviour Support Policy is developed in consultation with the school community, and endorsed by the School Board. It satisfies all requirements of the Department's Student Behaviour in Public Schools Policy.

Outcomes:

The Department of Education's Student Behaviour in Public Schools Policy requires that:
Schools must:

- document a whole school plan to support positive student behaviour;
- implement the documented whole school plan to support positive student behaviour; and
- provide individual student behaviour support where the need is identified

East Hamersley Primary School strives to achieve the outcomes detailed above through application of the WA Positive Behaviour Support (WA PBS) approach.

WA Positive Behaviour Support (WA PBS) is a whole-school framework which helps EHPS to create positive learning environments by embedding our community-defined school values.

These values: **Excellence**, **Kindness**, **Respect** and **Courage** guide the behaviour of everybody in our school; staff, students, parents and community members.

In addition to being a system for managing and responding to inappropriate student behaviour; WAPBS is focussed upon establishing clear and consistent expectations and defining, teaching and supporting appropriate student behaviour.

7 Essential Components:

- **Leadership:** The PBS leadership team includes the principal and a team that is representative of the school staff. The team leads the school through a process of developing and gaining consensus on beliefs, expectations and procedures along with a written plan. This full staff involvement in the process is crucial.
- **Defining Expected Behaviour:** Just as schools rely on the direction provided by their academic curriculums, success with student discipline begins with clear behavioural expectations- a behavioural curriculum. These expectations are a vision of responsible student behaviour and social competence.
- **Teaching Expected Behaviour:** Systematic teaching of the expected behaviours must be a routine part of the school day. This teaching uses the same methods as teaching academic skills, through modelling, practice and feedback.
- **Encouraging Expected Behaviours:** Staff provide regular feedback to students about their behavioural progress. Creating a school culture where expected behaviours are the norm requires that staff interact with students four times more frequently when they have engaged in appropriate behaviour than when the student is misbehaving.
- **Essential Classroom Practice:** These practices impact academic learning time and ultimately student achievement while ensuring a positive and welcoming learning environment. They represent the facets of classroom teaching under the teacher's control that have been identified as evidence based practices to maximise learning for all students while minimising discipline problems.
- **Responding to Misbehaviour:** Inappropriate behaviour also requires feedback and should be viewed as a teaching opportunity – a chance to clarify and re-teach expectations. The same calm instructional approach used when students make academic errors should be used to correct behavioural errors. The development of a continuum of responses to misbehaviour provides staff with the tools to effectively respond to and change student misbehaviour.
- **Ongoing Monitoring:** The use of data focuses a school's efforts by identifying areas in need of improvement as well as those operating well, and keep the effort alive by providing feedback or knowledge of results that promote consistent implementation and renewal. Data is used to monitor student behaviour and the PBS implementation process.

Guiding Principles:

Transparency: A 'no surprises' approach that is responsive to enquiry

Consistency: Application of agreed procedures so that issues of fairness and equity are minimised.

Restorative Practice: Engage in conversation designed to encourage reflection and minimise damage to relationships. (see 'Restorative practice in schools' Appendix 1)

Communication: Working collaboratively with parents to develop and maintain regular, open lines of communication. Parents are informed as per the policy regarding both positive and negative student behaviour.

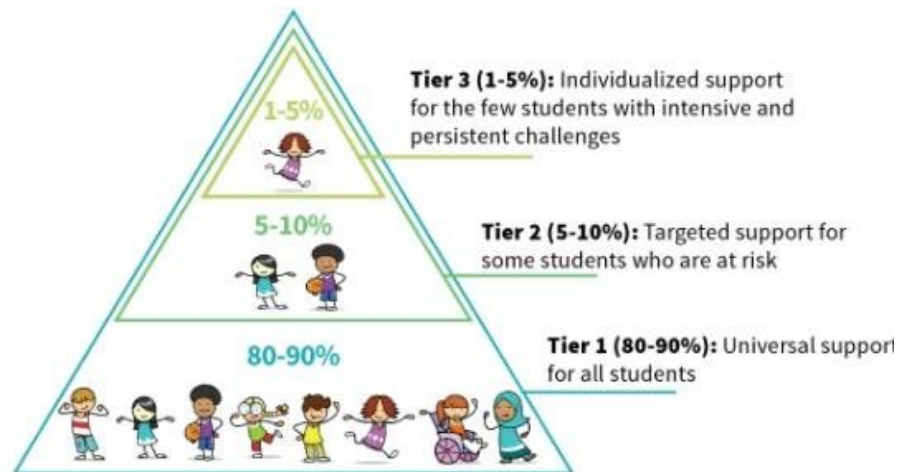
Inclusivity: Awareness of factors such as a student's cultural background, social skills, linguistic and developmental levels, home-life experience, welfare background et



Evidence-Based Practice:

- Our Policy and Processes are based upon a MTSS model. MTSS stands for multi-tiered systems of support. It is a framework to provide academic and behavioural supports for all students based on their individual needs. Because different students have different strengths and needs, tailored levels of support are more likely to help them succeed in school. “Multi-tiered” generally refers to three tiers that correspond to different intensities of the support:
- Tier 1: School-wide support, is provided as the foundation of the “pyramid of support” to all students. In an MTSS framework, Tier 1 supports are intended to prevent challenges from occurring in the first place. As such, this involves teaching critical skills and behaviours that all students are expected to learn.

- Tier 2: These students may exhibit difficulties with learning specific academic content or following rules more often than their peers, causing delays in instruction and/or behaviour problems. For these students, school staff can provide more focused, or “Tier 2” supports, which are more specialized or targeted intervention programs. Typically, these targeted programs are provided in small group settings, which may involve increased time dedicated to instruction or more intensive methods of instruction.






- Tier 3: Tier 3 students may need more intensive supports at the top of the pyramid. Usually these students, with serious and chronic needs, will receive individualized services from specialists, such as the school chaplain, psychologist, behavioural specialist, and/or instructional specialist—or even from outside services, such as SSEN-B. (1)

Identification and monitoring:

- Student behaviour is monitored through a central behaviour recording system (Integris).
- Data is an integral component of the PBS implementation process and is collected from a variety of sources.
- The Administration team audit behavioural trends and Individual behavioural patterns at least once per term.
- Playground behaviour is monitored through use of an incentive token system and referrals to Administration for significant breaches of school rules.
- This information is used to inform the ongoing evolution and development of the PBS system at East Hamersley.

Whole-School Strategies and Interventions:

Tier 1 (80%-90%)	Tier 2 (5%-15%)	Tier 3 (1% - 5%)
<ul style="list-style-type: none"> • Explicit teaching of behavioural expectations as per PBS Matrix • Class reward schemes • Student behaviour management process • Mindfulness • Restorative practice 	<ul style="list-style-type: none"> • Explicit teaching of behavioural expectations as per PBS Matrix • Class reward schemes • Student behaviour management process • Mindfulness • Restorative practice • Chaplaincy support/mentoring • Individual Behaviour Management Plans • Chill out/Calm breaks • Student Services Team • Classroom support • Restorative practice • Trauma informed practice 	<ul style="list-style-type: none"> • Explicit teaching of behavioural expectations as per PBS Matrix • Class reward schemes • Student behaviour management process • Mindfulness • Restorative practice • Chaplaincy support/mentoring • Individual Behaviour Management Plans • Chill out/Calm breaks • Student Services Team • Classroom support • Restorative practice • Trauma informed practice • SSEN BE • Regional office emergency funding • Risk Management Plans • Individual Behaviour Management Plans 

How does EHPS encourage Expected Behaviours?

- We actively model positive behaviours in our interactions every day.
- We recognise positive behaviours with quickly and often:
 - praise
 - values stamps
 - visits to the office
 - Aussie of the Month
 - Merit certificates
- We provide regular incentives for students to make appropriate choices:
 - phone calls home?
 - pizza with the principal?
 - end of term reward days?

How does EHPS Respond to Inappropriate behaviour?

- We view misbehaviour as an opportunity for learning.
- We focus upon the action, rather than the person.

- We avoid a punitive approach and instead assist students to develop more positive, productive and prosocial behaviours.
- We employ a consistent, transparent and impartial process, informed by research and current best practice.

Focus on Classroom Management first:

- Although sometimes used interchangeably, *classroom management is distinct from behaviour management*. **Behaviour management** involves establishing consistent school-wide expectations about student behaviour in and out of the classroom, and may include intensive support for students with challenging behaviour (Bennett 2017). In contrast, **classroom management** refers to the strategies teachers use in the classroom to create an environment that supports student learning.
- Classroom management is a broad term that encompasses the preventative and responsive strategies teachers use to support and facilitate both academic and social/emotional learning in the classroom.
- Research suggests classroom management is most effective when teachers use preventative and responsive strategies to encourage appropriate (on task, motivated to learn, and prosocial) behaviours and reduce instances of inappropriate (disengagement from learning and disruptive) behaviours
- The classroom management strategies of individual teachers are critical for creating a positive learning climate, although will be most effective when there is a consistent school-wide approach that provides a shared understanding of the classroom learning environment.
(2)

Effective Classroom Management Practices:

Effective Classroom Management is a key component of the AITSL Australian Professional Standards for Teachers. Specifically, Effective classroom management relates to *Standard 1: Know students and how they learn* and *Standard 4: Create and maintain supportive and safe learning environments*.

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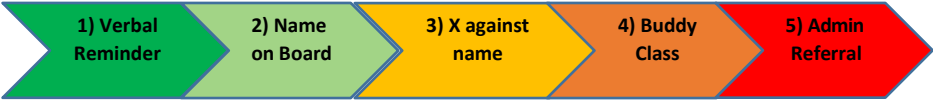

Evidence-based Classroom Management practices, which promote focused and productive learning environments include:

- Clear and consistent classroom management plan
- Explicit and consistent classroom behaviour expectations
- Interesting and varied lesson content and delivery
- Appropriate adjustments in place for individual learners
- Thoughtful classroom design and resource organisation
- Careful Identification and response to individual students' needs (cognitive differences, CaLD, Trauma and welfare backgrounds etc.)

- Consistently build and maintain a productive and supportive learning environment
- Consistently build and maintain positive and safe relationships with students
- Establish classroom rules, routines and expected standards, including the Behaviour Matrix.
- Revise and consolidate relevant classroom rules and routines frequently.
- Model expected standards the “I do “approach
- Constant and intentional monitoring and of the classroom working environment.
- Provide relevant feedback to students regarding the expected Behaviour Matrix using the language of the Matrix and 4 Key Values.
- Explicitly teach the 4 Key Values and East Hamersley PS PBS Behaviour Matrix

Effective Behaviour Management Practices:

The following process is to be used by all staff in all classrooms. In order to be maximally effective, PBS requires a consistent, whole school continuum of responses.

Low-Moderate Behaviour issues			
Excellence	Kindness	Respect	Courage
<ul style="list-style-type: none"> • Off-task • Not wearing uniform / hat • Poor manners 	<ul style="list-style-type: none"> • Teasing • Exclusion • Negative / unkind comments • Not sharing • Not looking after equipment 	<ul style="list-style-type: none"> • Running on paths • Answering back • Disrupting others • Littering • Untidiness • Not following rules • Not cooperating • Rough play 	<ul style="list-style-type: none"> • Task Avoidance • Being a bystander • Not attempting tasks • Dishonesty
Classroom Procedure			
<p>ALL staff should use the following process to respond to low-moderate level behaviour incidents in all classes.</p> 			
Playground Procedure			
<p>ALL staff should use the following process to respond to low-moderate level behaviour incidents around the school during recess and lunch breaks.</p> 			
Fast Track for high-level behaviours			
<ul style="list-style-type: none"> • At any time, behaviours deemed to be high-level, including, but not limited to: 			

- bullying (see “What is Bullying” Appendix 2)
- physical violence
- racism
- deliberate property damage
- verbal abuse or threats
- leaving school grounds

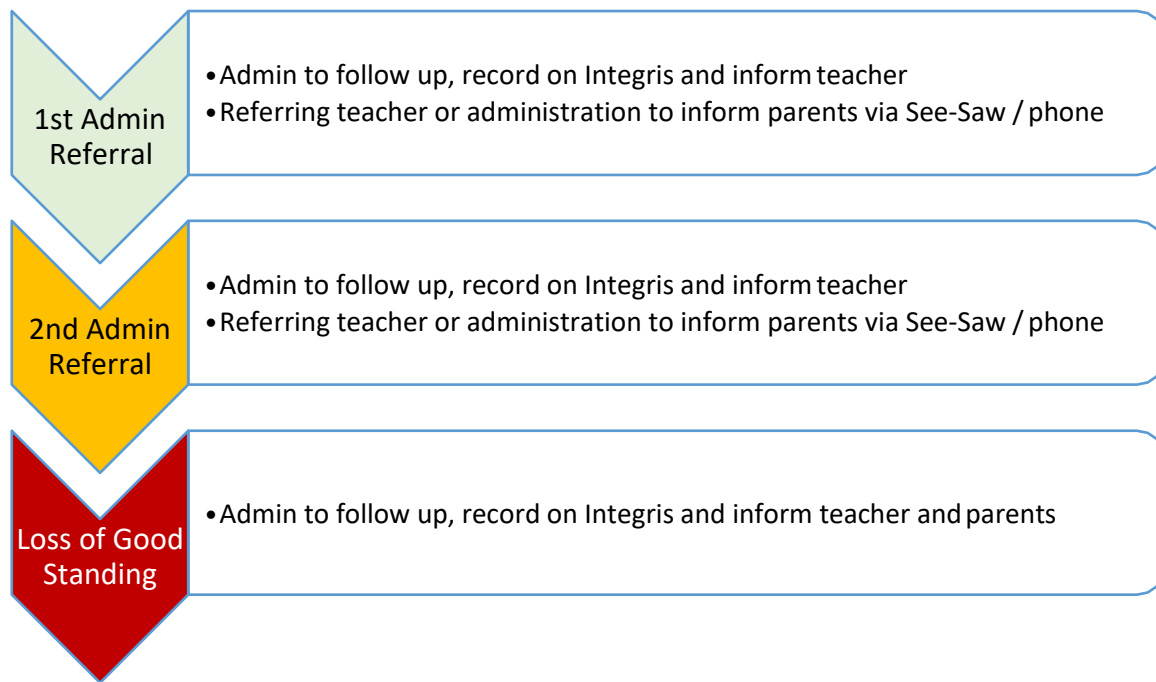
may be fast tracked by any teacher to Administration.

Admin Referrals:

- **All** referrals to Admin must be accompanied by a completed PBS Behaviour Record / Referral sheet. (Appendix 3)
- With the exception of Fast Track referrals for serious behaviour incidents, all steps must be followed *before* any student is referred to Admin
- Admin to follow up as required
- A consequence (reprimand, detention, loss of privilege, withdrawal or suspension) may result
- Details to be entered on Integris and parents informed by Administration
- Good Standing records to be updated by Admin

Good Standing:

- All students begin each five week block with Good Standing.
- Good Standing is required for students to participate in any extracurricular school-based activities. These include, but are not limited to, excursions, camps, incursions, interschool sports fixtures, choir and musical performances and involvement in whole-school rewards / incentives.
- A student’s Good Standing status may be withdrawn following consultation with Administration and the classroom teacher for the following reasons:
 - Three referrals (classroom or playground) to Administration due to unsatisfactory behaviour during a five week block.
 - Any incident involving violent, dangerous or other serious misconduct
- Each referral to Administration where a good standing strike is recorded must be communicated to parents by the referring teacher via See-Saw, in person or phone.
- Each referral to Administration by playground duty staff will be followed up as necessary by Administration.
- Each referral (classroom or playground) to Administration where a good standing strike is recorded must be entered on SIS by Administration.
- If Student Councillors, School or Faction Captains, Sustainability Squad Representative and other student leaders lose their Good Standing they may lose their right to represent their school for the remainder of that school term.



Dealing with Playground / Classroom conflicts – The Restorative Practices Framework

- All staff are expected to assist students to resolve their conflicts at the lowest possible level.
- Before referring students involved in a conflict or dispute to Administration, staff are expected to follow the Restorative Practices Framework.
- Those conflicts which cannot be resolved, or which involve serious misconduct, should then be referred to the Administration.
- Restorative Practices is a framework that educators can use to create safe, supportive spaces in our schools.
- All members of the school learn to bravely engage in that community, and learn from honest – and sometimes difficult – conversations.
- When relationships break down – as they will – it is about having fair responsive processes in place in which everyone can share their stories, hear the impact of their actions, repair the relational harm and figure out the best way forward, together.
- It builds capacity – in students and in adults – to live in, understand and embrace the real world, with all its contradictions and complexities. (3)



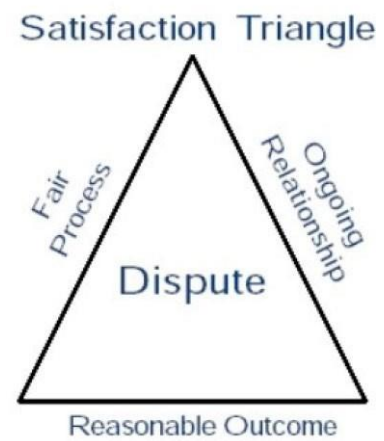
<http://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/restorative-practices/restorative-practices>

Why a Restorative approach?

- For people to be satisfied with the way a dispute or problem has been resolved, they need to feel that:

- The process was fair, i.e. their opinions were heard and valued
- The agreement or decision reached was reasonable and fair
- The relationship between parties has been helped by the process
- They feel empowered to manage their relationship in the future

- The Restorative approach to resolving conflicts between students is outlined in Appendix 1 'Restorative practice in schools'.



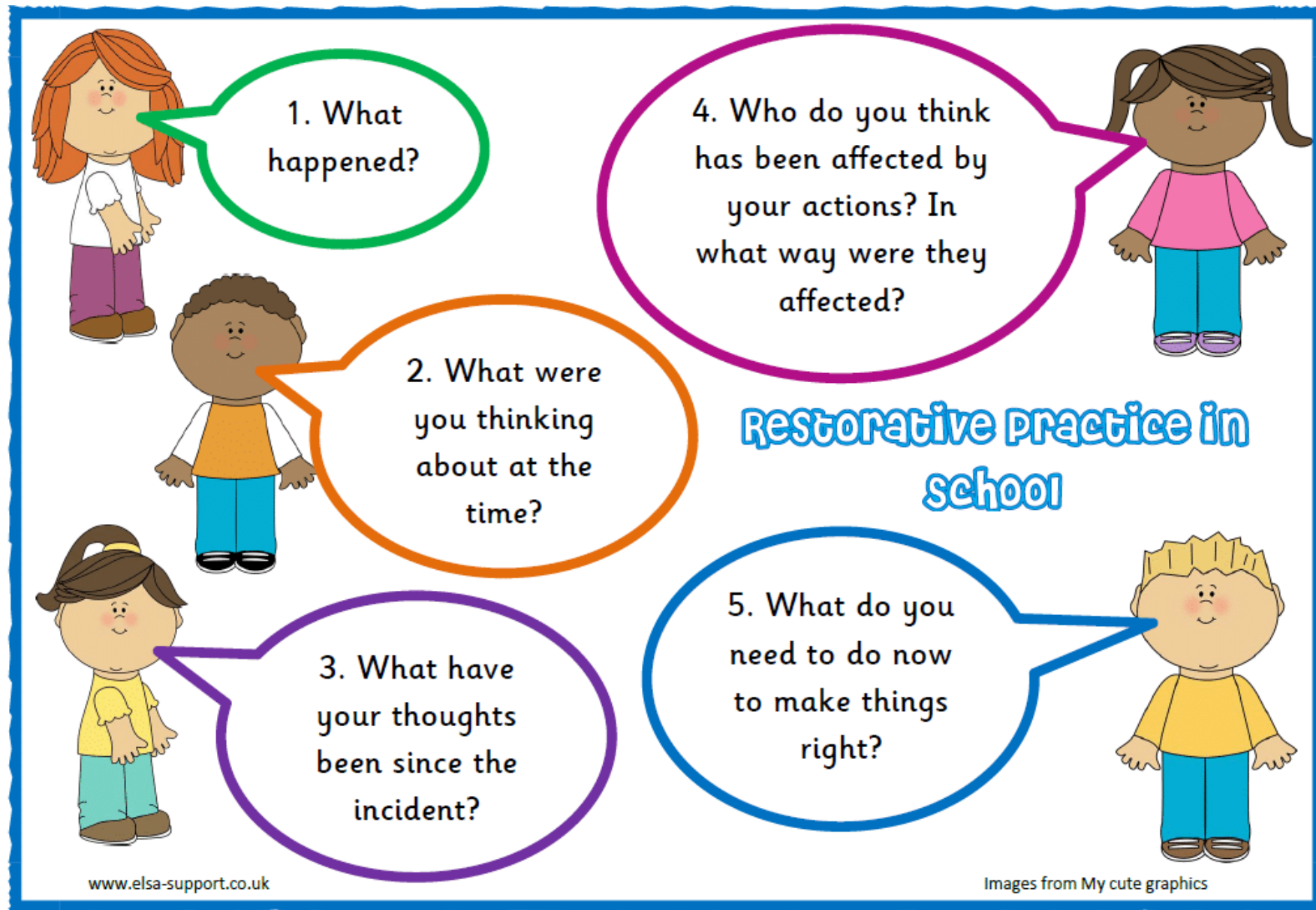
http://vadr.asn.au/mediation_in_schools.pdf

(1) <https://studentbehaviorblog.org/multi-tiered-frameworks-understanding-rti-pbis-mtss/>

(2) https://www.cese.nsw.gov.au/images/stories/PDF/Classroom_management_literature_review_2020.pdf

(3) <https://www.monash.edu/education/teachspace/articles/how-to-use-restorative-justice-in-your-classroom-and-school>

Appendix 1: Restorative practice in schools’.



WHAT IS BULLYING?



BULLYING IS AN ONGOING AND DELIBERATE MISUSE OF POWER IN RELATIONSHIPS THROUGH REPEATED VERBAL, PHYSICAL AND/OR SOCIAL BEHAVIOUR THAT INTENDS TO CAUSE PHYSICAL, SOCIAL AND/OR PSYCHOLOGICAL HARM. IT CAN INVOLVE AN INDIVIDUAL OR A GROUP MISUSING THEIR POWER, OR PERCEIVED POWER, OVER ONE OR MORE PERSONS WHO FEEL UNABLE TO STOP IT FROM HAPPENING.



BULLYING OF ANY FORM OR FOR ANY REASON CAN HAVE IMMEDIATE, MEDIUM AND LONG-TERM EFFECTS ON THOSE INVOLVED, INCLUDING BYSTANDERS.



SINGLE INCIDENTS AND CONFLICT OR FIGHTS BETWEEN EQUALS, WHETHER IN PERSON OR ONLINE, ARE NOT DEFINED AS BULLYING.



PBS Classroom Behaviour Record

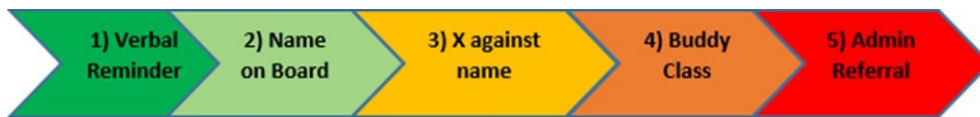
Student Name: _____

Staff Name: _____



Year/ Class: _____

Room: _____



Please ensure that each step is followed:

FAST TRACK? ☐

- | | |
|---|----------------|
| 1) Verbal reminder of rule or expectations <input type="checkbox"/> | comment: _____ |
| 2) Name on board <input type="checkbox"/> | Comment: _____ |
| 3) Cross on board against name <input type="checkbox"/> | comment: _____ |
| 4) Sent to Buddy Class <input type="checkbox"/> | Comment: _____ |
| 5) Referred to Admin <input type="checkbox"/> | comment: _____ |

Reason for referral to Admin: _____

PBS Classroom Behaviour Record

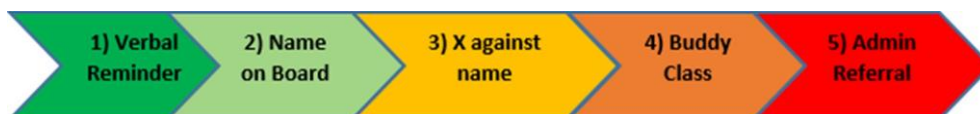
Student Name: _____

Staff Name: _____



Year/ Class: _____

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