



Positive Behaviour Support Policy and Procedures

Updated February 2024

School Vision

An inclusive environment where every child is given the opportunity to thrive.

Belong Engage Excel

POSITIVE BEHAVIOUR SUPPORT POLICY

RATIONALE

To create a safe, orderly, inclusive, supportive, and culturally responsive environment that enables students to fulfil their learning potential. This is a responsibility shared by all members of the public schooling system and our school community. This policy is created in accordance with the Department of Education *Student Behaviour in Public Schools policy, procedures and requirements, Version 3.0, effective 17 July 2023*.

PURPOSE

To build a school community culture, where positive student behaviour promotes engagement in learning and maximises the impact of teaching. Implement and monitor a whole school approach to behaviour management using Positive Behaviour Support (PBS).

LINKS TO THE BINDOON PRIMARY SCHOOL BUSINESS PLAN

The following strategies are relevant to OUR Business Plan 2024-2026.

1. Relationships and partnerships
 - Ensure a positive school climate by developing respectful relationships between staff, students and community.
2. Teaching quality
 - Use of consistent, evidence-based programs throughout the school.
3. Learning environment
 - Use the Multi-Tiered System of Support Model for intervention.
 - Continue to integrate the Positive Behaviour Support Policy and Procedures with fidelity.

LINKS TO FOCUS 2024 and STRATEGIC DIRECTIONS

The following strategic directions are relevant to this document.

1. Provide every student with a pathway to a successful future.
2. Strengthen support for teaching and learning excellence in every classroom.
3. Partner with families, communities and agencies to support the educational engagement of every student.

DEFINITION – ‘BEHAVIOUR EXPECTATIONS’

Bindoon Primary School Behaviour Expectations are:

- Be Respectful,
- Be Positive,
- Be Empathetic and
- Be My Best.

DEFINITION – ‘POSITIVE BEHAVIOUR SUPPORT’

A Positive Behaviour Support approach is about developing a common understanding of the explicit, positive behaviours, and supportive learning strategies, that creates an environment that is in the best interest of each member of our community.

Bindoon Primary School follows the Positive Behaviour Support (PBS) approach that is endorsed by the School of Special Educational Needs: Behaviour and Engagement (SSEN:BE), a unit of the Western Australian Department of Education. A Bindoon Primary School Positive Behaviour Support Team has been established to create a sustainable and effective school-wide approach to behavior management.

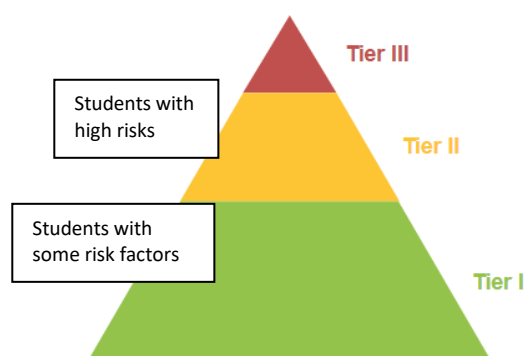
The Bindoon Primary School PBS team firmly believes that all students are working towards developing the knowledge and skills to make positive behavior choices within a school setting. Bindoon has taken a proactive approach to behavior management through the development of four clear behavior expectations: Be Respectful, Be Positive, Be Empathetic and Be My Best. The Behaviour Matrix has been developed, which breaks down each expectation into key skills that students are taught explicitly. It is reviewed as needed, most recently in May 2023. (See Appendix A - Behaviour Expectations Poster and Appendix B - Behaviour Matrix)

POLICY RULES

- It is the responsibility of all students and staff to engage in building positive behaviour
- We will use the multi-tiered systems of support
- We will build staff capability through training and support
- We will incorporate restorative approaches

MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

The MTSS is used to describe different levels of support or intervention within our school. MTSS is characterised by three Tiers: Tier one, two and three. As students move through the of levels, strategies become more intensive and more individualised to target their specific behavioural needs.



TIER 1 – UNIVERSAL SUPPORT

Universal support includes the strategies implemented at the whole-school level with all students.

Tier two and three interventions are only effective when Tier one strategies are strong. These documents and processes support Tier 1:

- PBS Behaviour Matrix (*See Appendix B*)
- Student Behaviour Management Process / Behaviour Slips (*See Appendix C and D*)
- School Reward System (*See Appendix E*)
- Restorative Approaches
- Behaviour Reflection Sheets (*See Appendix F*)
- Quality Teaching Strategy
- PATHS Social and Emotional Learning Program
- Explicit behaviour expectation lessons
- School visuals
- Mindfulness activities
- Protective Behaviour curriculum
- Professional learning - Trauma Informed Practice, Classroom Management Strategies (CMS), Classroom Management Instructional Strategies (CMIS)
- Zones of Regulation
- Individual contracts

TIER 2 – TARGETED SUPPORT

Targeted strategies that support students who have specific needs that were not being met by Tier 1 approaches. This may be at the individual or small group level. This may include:

- Chaplaincy support
- Chill out/Body breaks
- Individual Behaviour Management Plans, Individual Agreements
- Functional Behaviour Assessment (FBA)
- School Psychologist Support in FBA and developing plans
- Tier 2 PBS Strategies - Targeted social skills program, Check and Connect (mentoring), Check-in/Check-out, Self-monitor, Collaborative and Proactive Solutions

TIER 3 – INDIVIDUAL INTERVENTIONS

Intensive support for students who have not had their needs met with Tier one or two supports and/or who have complex needs. This involves case management and tailored support plans to meet student needs including:

- Consultative services from School of Special Educational Needs (SSENE)
- Regional office emergency funding
- Documented Plans - Risk Management Plans, Escalation Profile, Individual Behaviour Management Plans
- Tier 3 PBS Strategies - Check and Connect (mentoring), Check-in/Check-out, Collaborative and Proactive Solutions

PBS PROCEDURES

- Establishment of a functional PBS Team that meets twice a term
- Expected behaviours and the matrix are visible throughout the school
- School-wide behaviour expectations are explicitly taught
- Common language is used across the school
- A whole school reward system is used to acknowledge and encourage behaviour expectations
- A clear and consistent process is followed to manage inappropriate behaviour
- Behaviour can be defined as major or minor
- There is a five-step process to manage minor behaviours
- A major behaviour is managed at step 5 of the process
- Behaviour slips are used to collect behaviour data that is recorded at a whole school level
- When going to a specialist class, students have a fresh start
- When transitioning to classes, teachers will pass on important information regarding student behaviour
- Parents are informed when:
 - minor behaviours reach step 4,
 - all major behaviours
 - when 3 minor behaviours up to step 2 or 3 are recorded in a term
- Behaviour data is analysed at team meetings
- Students who require Tier 2 or 3 interventions are identified through the data

GOOD STANDING

All students start with good standing. A student may lose good standing at the principal's discretion after a breach, or series of breaches.

As defined by the Department of Education's, Standing Together Against Violence initiative, students will be suspended and lose their good standing if they attack other students, or instigate fights. Students who choose to film or share fight content or promote violence will also be suspended.

Students who lose good standing may be withdrawn from school activities. Good standing can be re-instated after a period. These will be decided on an individual basis by the principal.

PREVENTION AND MANAGEMENT OF BULLYING

Bullying is an ongoing 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. 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.

Strategies to prevent and manage bullying:

- Promoting a positive whole-school culture based on behaviour expectations
- Follow the Student Behaviour Management Process
- Collect behaviour data to identify patterns of behaviour
- PATHS Social and Emotional Learning Program
- Use Restorative Approaches to manage conflict
- Targeted social skills programs
- Monitor individuals identified
- Communication with all involved
- Risk Management Plans
- Individual Behaviour Management Plans

PROHIBITED SUBSTANCES AND WEAPONS AT SCHOOL

Students are not to be in possession of weapons on the school site or at any school activity. The possession or use of prohibited substances by students at school is not acceptable under any circumstances. Incidents will be dealt with as a serious breach and students suspended immediately.

APPENDICES

Appendix A – Behaviour Expectations Poster

Appendix B – Behaviour Matrix

Appendix C – Student Behaviour Management Process

Appendix D – Behaviour Slip

Appendix E – Parent Letter - Record of Behaviour Slips

Appendix F – School Reward System

Appendix G – Behaviour Reflection Sheets

APPENDIX A – Behaviour Expectations Poster

Bindoon Primary School

Behaviour Expectations

* Be Respectful



* Be Positive



* Be Empathetic



* Be My Best







The mission of Positive Behaviour Support (BPS) at Bindoon Primary School is to develop a common understanding of the explicit, positive behaviours and supportive learning strategies that creates an environment that is in the best interest of each member of our community.

APPENDIX B – Behaviour Matrix



BINDOON PRIMARY SCHOOL BEHAVIOUR EXPECTATIONS

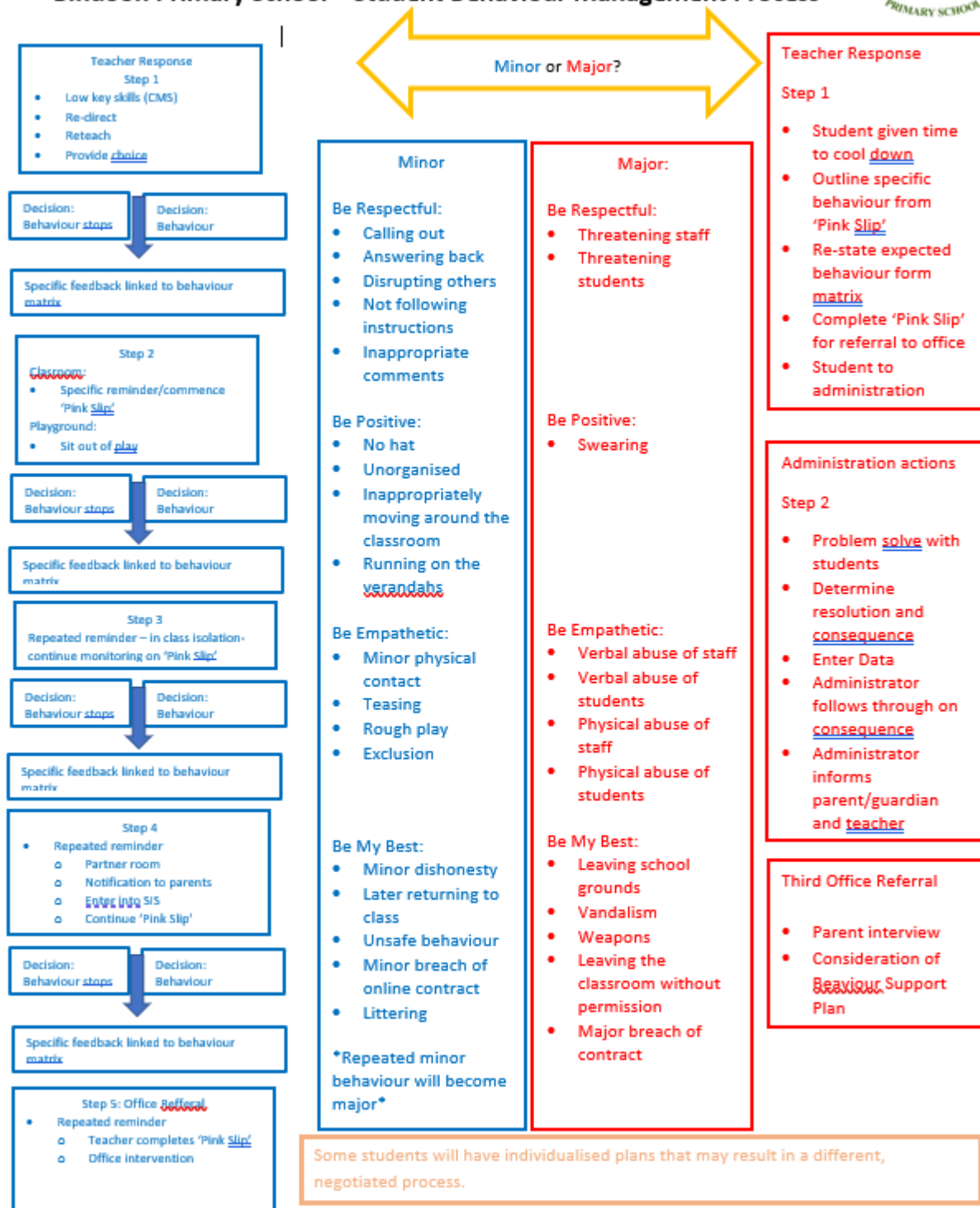


	BE RESPECTFUL	BE POSITIVE	BE EMPATHETIC	BE MY BEST
SCHOOL COMMUNITY	<ul style="list-style-type: none"> We are polite. We respond in an appropriate manner. We care for our environment. We move safely and quietly around the school. We use appropriate language. We leave all areas clean and tidy. 	<ul style="list-style-type: none"> We see the best in ourselves and others. We are supportive and encouraging. We think about how our words and actions affect others. We take pride in our school. We make positive choices. 	<ul style="list-style-type: none"> We show understanding for another person's emotions and feelings. We accept others are different and may have a different view to our own. We are kind to everyone. We consider others' personal space. 	<ul style="list-style-type: none"> We proudly represent ourselves and our school. We show good sportsmanship. We lead by example. We are honest. We wear our school uniform with pride.
CLASSROOM	<ul style="list-style-type: none"> We show whole body listening when others are talking. We use manners. We follow and respond to adult instructions promptly and politely. We allow others to learn. We take care of our own and others' property. 	<ul style="list-style-type: none"> We are organised and ready to learn. We try different ways to solve a problem before we ask for help. We learn from our mistakes and try again. We make every opportunity count. We have a positive attitude towards our learning. 	<ul style="list-style-type: none"> We work with others. We value and accept others' views and opinions. We recognise and offer our help to others. We accept that we may be treated differently for our needs to be met. We support everyone's right to learn. 	<ul style="list-style-type: none"> We complete our work to the best of our ability. We stay on task. We seek feedback and act on advice. We set goals and work hard to achieve them. We take pride in our work. 
PLAYGROUND	<ul style="list-style-type: none"> We follow instructions immediately. We keep our hands and feet to ourselves. We treat others kindly. 	<ul style="list-style-type: none"> We play safely. We seek the duty teacher when necessary. We play according to the rules. We wear our school hat when we are outside. 	<ul style="list-style-type: none"> We show an understanding for others' feelings and emotions. We accept and celebrate differences in others. We ask others to join in. 	<ul style="list-style-type: none"> We use equipment appropriately. We move safely around the school. We return to class promptly and safely. We use PATHS strategies to solve problems.

APPENDIX C – Student Behaviour Management Process



Bindoon Primary School – Student Behaviour Management Process



Severe Clause: Any student who engages in behaviour that poses a perceived threat to their own, or another person's safety, is at risk of damaging property or demonstrates continual/ongoing noncompliance may be fast tracked through the process.

APPENDIX D – Behaviour Slip

Bindoon Primary School Behaviour Slip 2023 V2

Student Name: _____ Date: _____

Teacher Name: _____ Location: _____



	Be Respectful	Be Positive	Be Empathetic	Be My Best
MINOR (record time)	<ul style="list-style-type: none"> I was calling out I said something disrespectful / inappropriate I spoke in a disrespectful manner I was disturbing others I yelled or made inappropriate noises I was not listening I was not following instructions I did not respect others' personal property I threw an object 	<ul style="list-style-type: none"> I was not wearing my hat outside I was not organised for class I was not using my time properly I was not playing by the rules I was misbehaving in the toilets 	<ul style="list-style-type: none"> I did not keep my hands and feet to myself I was teasing another student I was unkind to another student I hurt another student (eg. Push, kick) 	<ul style="list-style-type: none"> I refused to complete my work I was late to class My behaviour was unsafe I left my class without permission
MAJOR (record time)	<ul style="list-style-type: none"> I threw an object at a staff member/ student (circle one) I threatened a staff member/student (circle one) I used <u>swear</u> words 	<ul style="list-style-type: none"> I continuously refused to do work 	<ul style="list-style-type: none"> I verbally abused a staff member/ student (circle one) I was physically aggressive towards a staff member/student (circle one) 	<ul style="list-style-type: none"> I vandalised school property I left school grounds I made others feel unsafe I refused to go to class I left class without permission
Comments				

- ☐ Step 1- Low key strategies (3) - re-direct, reteach, provide choice
- ☐ Step 2 - Specific reminder, commence pink slip (= Copy to office)
- ☐ Step 3 - Repeated reminder, class isolation (= Copy to office)
- ☐ Step 4 - Partner Class, Time: _____ Partner Teacher Signature: _____ (= SIS =Parent Notified =Copy to office)
- Partner Teacher comment: _____
- ☐ Step 5 – Office, Time: _____ Deputy/Principal Signature: _____ (= SIS =Parent Notified =Copy to office)

Teacher Signature: _____ Student Signature: _____ Parent Signature: _____

APPENDIX E – Record of Behaviour Slips

Bindoon Primary School Behaviour Record

Student Name: _____

Date: _____

Dear Parent/Carer

As part of our Positive Behaviour Support (PBS) Policy and Procedures, we collect behaviour data by using Behaviour Slips. Most of these slips do not go home because after being reminded, redirected, retaught, or provided with a choice, a student will correct their behaviour. If more interventions are required, then the slip goes home to parents; this is step 4 or 5 in the process.

What we sometimes see is that students may get to step 2 or 3 on multiple occasions over different days. These slips are not sent home. As a new step in the PBS process, we think it is important for you to be informed that your child has received more than 3 slips over the last 3 weeks. Copies have been attached for you.

We ask that you sign the return slip below and it be returned to the school office. If you wish to discuss this further, please contact your child's teacher to make an appointment.

Kind regards

Amanda Robinson
Principal

✂-----

Bindoon Primary School Behaviour Record 2023

Student Name: _____

Parent Name: _____

Parent Signature: _____

Date: _____

APPENDIX F – School Reward System

Reward Process PBS

Children will receive pompoms throughout the week for showing positive behaviour relating to Bindoon Primary School's behaviour expectations of be respectful, be positive, be empathetic and be my best. Double pompoms will be handed out related to the focus fortnight's behaviour expectation.

Rewards:

After collecting 30 pompoms children will receive a certain reward from the reward list in each class at the teacher's discretion. (Appendix...)

The highest 3 pompom collectors from each class per term will receive an extra reward at the end of the term in week 10.

These could be:

- An ice-cream (Summer)
- Homemade pizza lunch
- Morning tea in staffroom
- 5 minutes extra play at recess
- Hot chocolate and marshmallows (Winter)

New for 2024

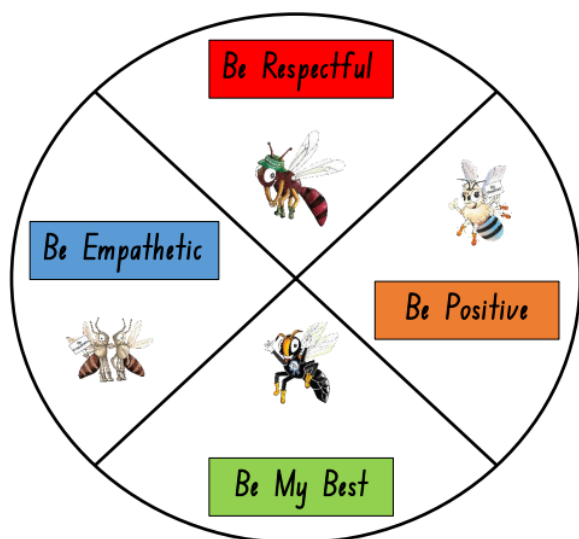
Certificates will be awarded to children to acknowledge their efforts of collecting pompoms.

A child will receive a certificate in years 1-6 when they have reached 30, 60, 90, 150, 210, 270, 360, 450+.

A child will receive a certificate in K-PP when they have reached 20, 40, 60, 80, 100, 120, 140, 160+

These will be collated by the teacher and handed out in week 5 and 10 of each term when admin will conduct a walk through each classroom on a chosen day.

Bee hive trackers will be used in the class to visually show children where they are at, collecting pompoms.



APPENDIX G – Reflection Sheets

Bindoon Primary School Behaviour Reflection Sheet

Name: _____ Class: _____ Date: _____

What happened?

What behaviour expectations did I not demonstrate? (Circle)

Be Respectful

Be Positive

Be Empathetic

Be My Best

Place a cross on the Zone you were in when it happened. Circle the Zone you are in now.



Who has been affected by your choices? How were they affected?

What do you need to do to make things right?

What positive choices could you make next time?

Bindoon Primary School
Behaviour Reflection Sheet

Name: _____ Class: _____ Date: _____

Draw or write what happened.

What behaviour expectations did I not demonstrate? (Circle)

Be Respectful

Be My Best

Be Empathetic

Be Positive

Place a cross on the Zone you were in when it happened. Circle the Zone you are in now.



Draw or write what you would do next time