Upper Swan Primary School



Behaviour Support Plan

***Respect***

***Safe Kind Fair Honest***

Plan and Guidelines

Contents

1. Vision, Rationale, Aims.
2. Code of Conduct.
3. Roles and Responsibilities
4. Respect-students, teachers and parents.
5. Framework for Behaviour Support Plans.
6. Suggested M.S.B. procedure- Classroom.
7. M.S.B. procedure for excursions and incursions.
8. Suggested M.S.B. procedure- Playground.
9. Severe behaviour- Orange and Red cards.
10. Recording and notification processes.
11. Playground duty checklist.
12. Green Cards.
13. Orange Cards.
14. Red Card.
15. Appendix

Behaviour Support Plan

**Vision:**

We will create a caring learning environment that provides students with the opportunity to move ***ONWARDS***  by developing the academic and social skills needed to achieve their individual potential.

**Rationale:**

The development of appropriate and acceptable behaviour is the responsibility of the entire school community.

Effective behaviour support is essential to the smooth running of a school, and in creation of an environment where everyone’s responsibilities and rights are respected.

At Upper Swan Primary School our focus is on positive behaviour and balancing fundamental responsibilities and rights of all participants in our school community.

**Aims:**

Upper Swan Primary School aims to:

1. Create a positive, learning and social environment within the school and classroom so that the entire school can work together effectively.
2. Create a caring school environment where the responsibilities and rights of the individual are recognised and respected.
3. Recognise those members of the school community whose exemplary behaviour promotes a positive and caring school environment.
4. Establish a set of rules and routines that respect the rights of all individuals.
5. Establish a clear set of consequences for individuals who do not accept their responsibilities, in order to encourage them to recognise and respect the right of others.
6. Establish procedures so that conflict can be resolved in a positive manner.
7. Promote our expectations through explicit teaching and a common approach throughout the school.



**Code of Conduct**

**Participants in the Upper Swan Primary School community are RESPECTFUL.**

**We show RESPECT by being:**

* **SAFE**
* **FAIR**
* **KIND**
* **HONEST**

All students, staff, parents and community members at Upper Swan Primary have the **right** to be in an environment that is safe, fair, kind and honest.

 All students, staff, parents and community members at Upper Swan Primary have the **responsibility** to behave in ways that are, safe, fair, kind and honest.

**We accept respect,**

**We expect respect!**



**Roles and Responsibilities**

The Principal and Associate Principals have agreed to:

* Engage directly with students to reflect on their behaviour where necessary.
* Provide a link between parents and staff where necessary.
* Assist teachers with behaviour plans and their implementation by providing professional development or external agencies where necessary.
* Ensure consistency in the implementation and maintenance of the behaviour management procedures throughout the school.
* Provide relief teachers with guidelines pertaining to behaviour development and procedures through relief teacher folders that are maintained and regularly updated.
* Engage relief teachers, where possible, who know the children and our policies in order to ensure consistency.
* Monitor the implementation of the School Behaviour Support Plan.
* Review the School Behaviour Support Plan in Term 3 each year.
* Induct all staff annually, to develop an understanding of the Behaviour Support Plan.
* Facilitate shared understandings of individual student needs and personalised approaches.
* Ensure parents and community members are aware of the content of the Behaviour Support Plan.

Teachers have agreed to:

* Develop and maintain a positive classroom environment.
* Use the common language of the Behaviour Support Plan when supporting behaviour development.
* Communicate high expectations to students.
* Display, discuss, model and explicitly teach the 4 core behaviours in the Code of Conduct.
* Facilitate the development of ‘Y’ charts to elicit and define expected behaviours in the playground and **in their** classroom.
* Explicitly teach reflective practises and problem solving strategies.
* Document and link Integris entries to the 4 core behaviours in the Code of Conduct.
* Access relevant agencies, where appropriate, to support student behaviour.
* Contribute to a review of the School Behaviour Support Plan.
* Read, understand and consistently apply, the Behaviour Support Plan.

**Students show RESPECT by:**

|  |  |  |
| --- | --- | --- |
| **R****E****S****P****E****C****T** | SAFE | -following specific classroom rules-following specific playground rules-using equipment in a safe and respectful manner-wearing the school uniform- keeping hands and feet to themselves-taking responsibility for their personal needs both medical and emotional |
| FAIR | -learning and/or teaching without disruption-sharing equipment fairly-considering the needs of all involved-taking turns-allowing everyone to have a voice-compromising and negotiating-actively listening-including others-co-operating-working as a team |
| KIND | -treating others with courtesy and respect-showing tolerance and compassion-thinking how others feel-using friendly language and friendly voices-finding commonalities-having a ‘no put down’ mindset |
| HONEST | -telling the truth using facts-accepting responsibility for **their** actions-telling their story without exaggeration |

Go through the words- RESPECT, KIND, FAIR, SAFE and HONEST with your class.

 Develop a common understanding for your year level at the beginning of the school year.

**Staff show RESPECT by:**

|  |  |  |
| --- | --- | --- |
| **R****E****S****P****E****C****T** | SAFE | -ensuring playground rules are being followed-having a duty bag when on duty-using the card system as appropriate-having a knowledge of individual students’ needs |
| FAIR | -being responsive to individual students’ needs-actively listening to students and staff-being impartial and staying calm-providing a purposeful learning environment through visible learning-engaging students in a rich, relevant learning program-sharing and listening to professional opinions without judgement-providing honest and timely feedback-compromising and negotiating-including others-ensuring everyone has a voice-taking personal responsibility for their personal medical and emotional needs-having explicit, consistent and transparent processes-meet the responsibilities of your role with in the school. |
| KIND | -being supportive -being responsive and approachable-being courteous -being proactive rather than reactive-considering the needs of all involved |
| HONEST | -meeting your responsibilities-valuing and participating in self-reflection-asking for help when required-providing honest and timely feedback |

**Parents show RESPECT by:**

|  |  |  |
| --- | --- | --- |
| **R****E****S****P****E****C****T** | SAFE | -following the sign-in / sign-out procedures -following the rules regarding parking and Kiss & Drop-ensuring Integris information is current-reading and understanding the laws governing social media and guidelines for age-appropriate content |
| FAIR | -participating actively and constructively in the education of their child-reading the information provided by the school, concerning your child -sharing concerns appropriately-providing information that will assist staff to cater for your child -compromising and negotiating- the needs of all involved |
| KIND | -being supportive-being responsive and approachable-being courteous-being proactive rather than reactive |
| HONEST | -asking for help when required-providing honest and timely feedback-valuing and practising self-reflection |

****

**Framework for Behaviour Support Plan.**

|  |  |
| --- | --- |
| **Student Code of Behaviour**To be safe.To be kind.To be fair.To be honest. | **Classroom Procedures**RELATIONSHIPS are the key.Code of Behaviour displayed in classroomsClass rules linked to Code on Code of BehaviourY-Charts developed of BehaviourCopy of class behaviour support plan given to the administration teamBehaviour contracts as requiredVisible learningConsistent implementation of the class and school Behaviour Support PlansSeating plan if requiredVisual timetablesEstablished routinesClear consequencesConsistencyBuild reflection into classroom practice.Common language used throughout the schoolEg. Is it fair/kind/honest/safe?Virtue Stars process.Positive based plans to support student inclusion in school activities. |
| **School Procedures**Playground supervisionPlayground duty tracking fileExtreme weather plansDuty proceduresExcursion/incursion plansCard system proceduresReflective RoomReflective practicesRestorative practices | **Support Structures and Programs**Student leadershipPeer mediationSchool psychologistVirtues Program linked to Code of BehaviourParental involvementLAP programDrum Beat- implemented into music program.Rock and WaterDrama coverage of virtues |
| **Preferred Practices**Focus on **RESPECT**Emphasise safe, fair, kind, honest behavioursEmphasise behaviour as a choiceUse related consequencesPromote/support positive behaviourUse collegial supportBe consistent, transparent and explicitKnow school rules and routinesCooperative learningVisible learningPhase team meetingsPeer observations | **School-wide Consequences**Card systemReflection roomTime out spotsIn-school suspensionOut-of-school suspensionLoss of privilegesBuddy classes |
| **School-wide Rewards**Legends- lunch with the principalHonour CertificatesGreen Club- cards, badges, incursionsShops @ Ellenbrook class awardExtra RecessAdministration starsEnd of year awards -academic -endeavour -virtuesAussie of the month -1 child per month awarded by all specialist teachers, to be linked to 4 core values | **Attached**Code of Behaviour – Students, Staff and ParentsIndividual Behaviour Support Plans/ ContractsCard System ProceduresReward and Positive IncentivesPlayground Duty checklistClassroom Behaviour Plan ChecklistClassroom Behaviour Plan TemplateSchool Response and Planning Guidelines for Students with Suicidal Behaviour and Non-suicidal Self-injuryPreventing and Managing Bullying in our SchoolIntegris entry information |



**Suggested MSB procedure**

***Classroom***

|  |  |
| --- | --- |
| **Kindy / Pre Primary** | **Year 1 – 6** |
| 1.Proximity, Praise, Reward | 1.Proximity, Praise, Reward |
| 2.Warning 1 -Rule Reminder | 2.Warning 1 – Rule Reminder |
| 3.Warning 2 – Name recorded. | 3.Warning 2 – Name recorded.**Years 4- 6 may combine steps 2/3** |
| 4.Time Out / Isolation in class | 4.Time Out / Isolation in class |
| 5.Time Out / Isolation duration increased | 5.Time Out / Isolation in another class (Buddy Room) Inform parents if regular occurence |
| 6.Time Out during breaks | 6.AdminStudents will be referred to the Associates / Principal for serious misbehaviour or failure to go to Buddy Room. |
| 7. AdminSevere breaches will result in in-school or out-of-school detention.Physical assault of staff or students will result in out-of-school detention. | 7. Admin Severe breaches will result in in-school or out-of-school detention.Physical assault of staff or students will result in out-of-school detention. |

 **Give appropriate coloured card and refer to Administration.**

**Please note:** The above is a suggested procedure but class routines will follow a similar pattern.

**Teachers are to give administration a copy of the behaviour support process in their individual classrooms.**

**Teachers need to use their own discretion based on their knowledge of individual students and the particular incident that has occurred.**

**The bench outside the office must not be used for classroom behaviour consequences. Tracking file is to be used for playground behaviour.**

**Specialists follow suggested MSB procedure but not linked to class. Each lesson is a fresh start for students.**

**Excursions/Incursions**

Our ultimate aim is inclusion for all.

“Often those who are hardest to love are the ones who need it the most”

Students considered a risk to themselves or others and have had behaviours reflecting this recorded against their name via Integris, are to be placed on a positive behaviour plan to support their attendance at an excursion or incursion.

The plan is to be written up by the classroom teacher with the student.

The plan needs to include:

* Many opportunities to demonstrate the expected behaviours
* Provide small, clear and easy to understand steps to achieve their goal
* Not be a surprise to the parent
* Outline the expected behaviours
* Consultation with Specialist teacher and other adults in contact with the student
* Shared and understood by parents and student.

**Sample Format**

**Behaviour Contract – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| **\_\_\_\_\_ will receive a tick for every session where he / she meets attitude, behaviour and effort requirements.****\_\_\_\_ will receive a cross for every session where he / she fails to meet attitude, behaviour and effort requirements.** | **Class Teacher: \_\_\_\_\_\_\_\_\_\_\_\_****Specialist Teachers: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Duty Teachers and Relief Teachers** |

**\_\_\_\_\_\_\_\_\_\_\_ will:**

1. **Keep his / her hands and feet to himself / herself .**
2. **He / She will not physically touch any other student in anyway.**
3. **Speak kindly to others. He / She will not use put downs of any kind, including swearing.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Session 1** |  |  |  |  |  |
| **Session 2** |  |  |  |  |  |
| **RECESS** |  |  |  |  |  |
| **Session 3** |  |  |  |  |  |
| **Session 4** |  |  |  |  |  |
| **LUNCH** |  |  |  |  |  |
| **Session 5** |  |  |  |  |  |

**Playground**

**Specific Playground Rules**

|  |  |  |
| --- | --- | --- |
| **Rule** | **Consequences – Level 1****(First time offence/minor incident)** | **Consequences – Level 2****(Repeat offence/more severe behaviour)** |
| **Eat and play in the designated areas.** | Student sent back to the assembly area to continue eating. | Date and the school rule recorded on **Integris.**Reoffenders can be referred to Administration if required. |
| **No rough play** | Warning, counselling, reprimand |
| **Walk on concrete paths, brick paving and around buildings.** | 1 - 5 minute Time-Out on a yellow ‘Spot’ painted in various places around the playground.Duty teacher to release  |
| **Put all rubbish in bins.** | Student required to pick up their own rubbish. |
| **No hat No sun.** | Student sent to the undercover area for the break |
| **Only enter a classroom if a teacher is present.** | Warning, counselling, reprimand. |
| **Remain in the school grounds during school hours.** | Warning, counselling, reprimand.Parents contacted. |  |
| **No use of electronic devices during recess/lunch breaks.** | Device taken from student and kept in Administration block until home time. |  |
| **No balls to be used in the undercover area during breaks.** | Warning and rule reminder, then confiscate equipment. |  |
| **Students are to stay in bounds during the school day.** | Warning, counselling and reprimand. |  |

Minor incidents in the playground are recorded on the tracking file. These are checked regularly by Administration to see patterns of behaviour to be followed up on.

The tracking sheets are in the duty bags for each area.



**Severe Behaviour**

|  |  |
| --- | --- |
| **Orange CARDS are given straight away if a child loses their cool and:**1. **Hurts someone**
2. **Plays roughly, hurting someone**
3. **Damages school or someone’s property**
4. **Says nasty/inappropriate things to others.**
 | **When they get an orange card they must go straight to the bench or the office and wait for the Associate Principal or their teacher.****This will be recorded on the computer against their name.****(See Appendix B)****Tracking document information added to integris if needed.** |
| **RED CARDS are given straight away if a child.**1. **Deliberately hits someone or hurts them in some way.**
2. **Deliberately verbally abuses someone. ( this includes swearing, teasing and bullying)**
3. **Steals or deliberately damages school or someone’s property.**
 | **When they get a Red card they must go straight to the bench or the office and wait for the Deputy or their teacher.****This will be recorded on the computer against their name.** **(See Appendix C)** |

A student can only be placed in the Reflection File by a member of the Administration Team. This is done after investigation of the incident and parent contact.

**A behaviour feedback sheet will accompany the student back to class, notifying of the incident and consequences.**

**The incident is recorded on Integris.**

****

**Recording and Notification Practices**

**Playground**

1. Medical concerns are sent to Administraton with the purple card from the duty bag and a runner to outline the issue.

All medical incidents to be written up on Injury Report form provided in the sick room.

In potentially serious cases every effort will be made to contact parents by phone.

1. Minor playground incidents to be recorded in the Tracking File accompanying teachers on duty. Administration will review these regularly.
2. Playground incidents (Orange Card) requiring Administration intervention will be reported to parents and recorded on Integris.

4. Severe playground incidents (Red Card) requiring Administration intervention will be reported to parents immediately via telephone, a meeting time arranged if required to discuss consequences and ongoing management strategies and recorded on Integris.

**Classroom**

1. Classroom incidents resulting in isolation out of class should be reported to parents by classroom teacher via a phone call or email, a note sent home with student, and recorded on SIS – instructions attached.
2. Severe classroom incidents requiring Administration intervention will be reported to parents immediately via telephone and a meeting time arranged

 (if required), to discuss consequences and ongoing management strategies.

****

**How to record on SIS:**



1. Click on ‘Behaviour’.

2. ‘Click on Management’

3. Type in student’s surname



4. Click on the little yellow box with the red cross and

fill in the details as requested

To make an entry for multiple students:

***Click on the binoculars***.

Enter your class where it says **FORM then SELECT.**

When your class comes up, highlight the students you need by constantly holding **control** and **clicking** on the names you need.

SELECT those names and they become your browse set.

You then follow as above to add the behaviour to the first name and what you write will go onto the page of all highlighted students. (Remember not to use names as that will go onto all pages.)

**The regular recording of these is essential to assist Administration if the removal of a green card is required.**

**If you require a member of Administration to go over the above processes, please ask.**

****

**Playground Duty Checklist**

|  |  |  |
| --- | --- | --- |
| What? | Where? | Why? |
| **Duty Bag** | **In your classroom – all teachers have their own. Leave visible for relief teachers.** | **Contains important forms, cards and simple first aid supplies.** |
| **Vest** | **All staff have their own.** **See admin if you do not have one.** | **Visibility** |
| Playground Time Out Spots | Around the playground there are spots that indicate where to sit/stand.Walk around with duty teacher. | Make students aware immediately that they have broken a rule. |
| Emergency Alert card(Fluoro)  | In Duty bags | Send to the administration/staffroom for urgent assistance. |
| Medical List with photographs | In Duty bags. | Some students have severe anaphylaxis allergies and will need immediate attention. |
| Stingose / bandaids | In Duty bags. | On the spot medical treatment. |
| Clip boards | In staffroom | Help keep track of regular low level behaviours. |
| Red Card | In Duty bag. | To send with the student if referring to the office. Have a student accompany the offender. |
| Orange Card | In Duty bag | To send with the student if referring to the office. Have a student accompany the offender. |





**Appendix A**

GREEN CARDS

You can earn GREEN CARDS in your class by doing the following things:



1. Showing respect.
2. Being safe, kind, fair and honest.
3. Working to the best of your ability.

In your class you have a reward system. This helps you see how well you are going.

What happens when you get a GREEN CARD?

When you earn a green card your teacher records this on the Integris System.

When you have earned the amount for a badge, you come to the Associates office to receive your badge.

This is recorded on the computer against your name by your classroom teacher.

Being a member of the GREEN CLUB gives you rewards and privileges.

All GREEN CLUB members receive a badge once you reach a certain number of cards:

|  |  |
| --- | --- |
| 5 GREEN CARDS  | Certificate |
| 10 GREEN CARDS  | http://t0.gstatic.com/images?q=tbn:ANd9GcS3gKmI4fhRtw_1GKP_UGc2H_FGV6yWkulYsqijep8f6N6MXlSelwSILVER BADGEAnd a small reward |
| 20 GREEN CARDS | GOLD BADGEAnd a special gift |
| 30 GREEN CARDS | PLATINUM BADGEAnd a special gift.  |

All students achieving silver status will participate in a specially arranged activity in Term 4.

Students at risk of not attending are to be placed on a positive behaviour plan for 3 weeks leading up to the reward activity.

Students who have not moved from GREEN behaviour for the week are invited to participate in a Monday recess extended by 5 minutes. Administration staff will supervise this time then students are released to the care of the rostered duty teachers when the bell to begin recess goes.



Appendix B

ORANGE CARDS

You **may** be given an ORANGE CARD if you are not doing the RIGHT thing or if you lose your cool:

1. Breaking classroom rules. 5. Play roughly, hurting someone
2. Breaking the SCHOOL CODE of Conduct 6. Damage property
3. Breaking the playground rules. 7. Say inappropriate things to others.
4. Hurt someone 8. Being sent to buddy class.

You have a set of rules that help the classroom be a fair, safe, honest and kind place to be.

This allows you to learn and make the most of all opportunities presented.

In the playground we have a set of rules to help us all behave safely and play cooperatively together.

Using the reason that “it was an accident”, “they made me do it”, or “I just lost my cool”, is no excuse.

We want you to make the most of your playtime and have fun.



What happens when you get an ORANGE CARD?

When you get an ORANGE CARD you must bring it to the office. If in the playground you must report to a member of the Administration team.

This will be recorded on the computer against your name.

You do not get lot of chances with an ORANGE CARD.

Receiving an ORANGE CARD means that certain things may happen to you IMMEDIATELY:

1. Your parents may be notified.
2. You will lose a Green Card and have to earn it back.
3. You may miss the next school excursion or incursion.
4. You may have to do reflection in school time.



Appendix C

RED CARDS

You may be given a RED CARD if you DELIBERATELY do something that affects or hurts other people or causes damage around the school.

RED CARDS are given straight away if you.

1. Deliberately hit someone or hurt them in some way.
2. Deliberately verbally abuse someone. ( This includes swearing, teasing and bullying)
3. Steal or deliberately damage property.

What happens when you get a RED CARD?

When you get a RED CARD you must go straight to the office and report to a member of the Administration team.

Your name will be recorded. You do not get lots of chances with a RED CARD

Receiving a RED CARD means that certain things will happen to you IMMEDIATELY

1. Your parents will be notified straight away.
2. You will be taken out of the GREEN CLUB and have to start again
3. You will miss a school excursion or incursion.
4. You will be withdrawn from class and have to do “In School Suspension”

5. You may even be suspended from school. This is a serious consequence.

