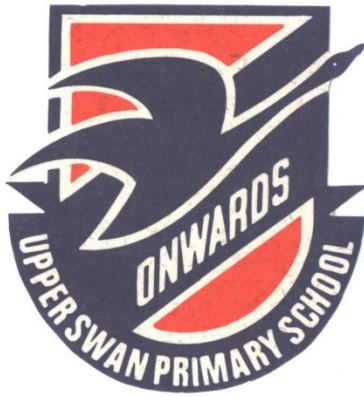


Upper Swan Primary School



Positive Behaviour Support Guidelines

RESPECT



Safe



Kind



Fair



Honest

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Positive Behaviour Support Guidelines

From the USPS Business Plan

Our Vision

Our Vision at Upper Swan Primary School is to enrich students' learning in a safe and supportive environment with skilled mentors to develop in students the values of kindness, fairness, safety and honesty so they can be responsible, confident and valued members of our community.

Our Mission

Our mission is to nurture individuality, social responsibility and a positive attitude towards learning and life.

We do this by;

- *Encouraging students to fulfil their potential and contribute positively towards society.
- *Providing highly effective teachers focused on improving student outcomes.
- *Providing innovative, enriching and engaging learning programs.
- *Providing for parents and community to engage in learning and decision making partnerships.

Our 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 rights 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 Overview

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

We show RESPECT by being:

SAFE

FAIR

KIND

HONEST

Vision:

Our Vision at Upper Swan Primary School is to enrich students' learning in a safe and supportive environment with skilled mentors to develop in students the values of kindness, fairness, safety and honesty so they can be responsible, confident and valued members of our community.

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Aims

Upper Swan Primary School aims to:

1. Create and maintain 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 expectations and routines that respect the rights of all individuals.
5. Promote our expectations through explicit teaching and a common approach throughout the school.
6. Establish a clear set of consequences for individuals who do not accept their responsibilities, in order to encourage them to recognise and respect the rights of others.
7. Establish procedures so that conflict can be resolved in a positive manner.

GOOD STANDING POLICY

2020

Upper Swan Primary School's Good Standing Policy is underpinned by our Positive Behaviour in Schools philosophy, our Behaviour Management Policy and the New State Government, 'Let's Take a Stand Together' Action Plan.



'The plan focuses on the intentional physical aggression and intent to harm others. Policy changes will not apply to students with a diagnosed disability who either cannot control their behaviour or do not intend to harm others.'

***(Let's Take a Stand Together -
Minister's Statement on School Violence)***

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.

Good Standing

Everyone starts the year with good standing.

Students with Good Standing have the opportunity to participate in school rewards, excursions, camps, interschool events and other school privileges.

Students with **good standing** are eligible for **School-wide Rewards**

Behaviour Support Plan - Card System:

Bronze, Silver, Gold and Platinum rewards.

Legends – Lunch with the Principal

Honour Certificates

Incursions / excursions

Loss of Good Standing

Students who lose their good standing will have non curriculum benefits removed by the Leadership Team.

The student will be required to comply with a negotiated behaviour agreement. This agreement is monitored by a tracking sheet requiring 10 consecutive days of compliance.

Student leaders who lose good standing will also forfeit their badge for the 10-day compliance period.

Reasons for Loss of Good Standing

- Suspension (**SIS / Leadership Team**)
- Reflection Room x 3 / term (**SIS / Leadership**)



Roles and Responsibilities

The Principal and Associate Principals:

- 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 Positive Behaviour Support Guidelines in Term 3 each year.
- Induct all staff annually, to develop an understanding of the Positive Behaviour Support Guidelines.
- Facilitate shared understandings of individual student needs and personalised approaches.
- Ensure parents and community members are aware of the content of the Positive Behaviour Support Guidelines.
- A student can only be placed in the Reflection File by a member of the Leadership Team. This is done after an investigation of the incident and parent notification.

Teachers:

- Develop and maintain a positive classroom environment.
- Use the common language of the Positive Behaviour Support Guidelines when supporting behaviour development.
- Communicate high expectations to students.
- Teach and model RESPECTFUL behaviour.
- Display, discuss, model and explicitly teach the 4 core behaviours in the Code of Conduct.
- Facilitate the development of classroom behaviour 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.
- Document Green Card progress on Integris as positive behaviour.
- Access relevant agencies, where appropriate, to support student behaviour.
- Contribute to a review of the Positive Behaviour Support Guidelines.
- Read, understand and consistently apply, the Positive Behaviour Support Guidelines.
- All teaching staff are to provide the Leadership Team with a copy of the behaviour support process in their individual classrooms.
- ***Start each day as a positive new day.***



Procedures and Support Strategies

Classroom Procedures

RELATIONSHIPS are the key.
Code of Behaviour displayed in classrooms
Class rules linked to Code on Code of Behaviour
Y-Charts of Behaviour developed
Copy of class behaviour support plan given to the Administration Team
Behaviour contracts as required
Visible learning
Consistent implementation of School Behaviour Support Plans
Seating plan if required
Established routines
Build reflective practices into classroom practice.
Virtue Stars process.

Support Structures and Programs

Student leadership
Peer mediation
School psychologist
Virtues Program linked to Code of Behaviour
LAP program
Rock and Water
Phase and Collaborative Teams
Cooperative Learning

School Procedures

Playground supervision
Playground duty tracking file
Extreme weather plans
Duty procedures
Excursion/incursion files
Card system procedures
Reflection Processes
Relief files

Classroom Behaviour Plan

**Address the code of conduct with your class and construct positive class rules.
Build a culture of positivity through Virtues Education.**

Playground

Specific Playground Rules

Rule	Consequences – Level 1 (First time offence/minor incident)
Eat and play in the designated areas.	Student sent back to the eating area to continue eating. Do not move to the oval with wrapped food.
No rough play	Warning, counselling, reprimand. Students can use a whistle and assign an umpire.
Walk on concrete paths, brick paving, around buildings and undercover area.	Short Time-Out on a yellow 'WHEEL' 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. Notify class teacher.
Remain in the school grounds during school hours.	Warning, counselling, reprimand. Parents contacted.
No use of electronic devices on school grounds. Devices must be stored in Reception area during school day.	Device taken from student and kept in Reception Area until home time 1. Warning 2. Phone confiscated and collected by parent.
No balls/ sport equipment to be used in the undercover area or Nature Play spaces 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. Check if a student is a repeat offender and refer to Leadership Team if needed.

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

The bench outside the office must not be used for classroom behaviour consequences.



UPPER SWAN PRIMARY SCHOOL

BEHAVIOUR CARD



If you do not follow our school *Code of Conduct* you may receive a BEHAVIOUR CARD.

Upper Swan Primary School students are RESPECTFUL.

We show RESPECT by being:

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

BEHAVIOUR CARDS are given if you break the school *Code of Conduct* by;

- Breaking classroom rules.
- Breaking playground rules.
- Being sent to a time out class and not changing your behaviour.
- Hitting someone or hurting them in some way.
- Verbally abusing someone. (This includes swearing, teasing and bullying)
- Stealing or damaging property.

What happens when you get a BEHAVIOUR CARD?

When you get a **BEHAVIOUR CARD** you must go straight to reception, with the blue slip completed by the teacher in charge, and report to a member of the Leadership Team. The Leadership team will investigate what has happened.

After the investigation:

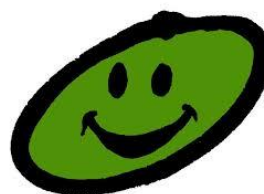
1. Your parents may be notified.
2. The incident may be recorded on the school system under your name.
3. You may have a reflection in school time.
4. You may be withdrawn from class and have an "In School Suspension"
5. You may be suspended from school.
6. You may lose your good standing and have a tracking sheet.



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 or reach a reward, your teacher records this on the Integris System.

When you have earned the amount for a certificate / badge, you come to the Reception Area.

Times for this are Monday, Wednesday and Friday 1:00pm-1:15pm.

Earning Cards gives you rewards and privileges.

Rewards

5 GREEN CARDS	Certificate
10 GREEN CARDS	SILVER BADGE And a pencil
20 GREEN CARDS	GOLD BADGE And a pick from the prize box
30 GREEN CARDS	PLATINUM BADGE And a movie pass



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



Non-Contact Supervision

- ❖ All parents and students are to wait in the Undercover Area before school. Students will be released at 8.30am.
- ❖ Teachers open the classroom and greet the students at 8:30am at the latest. After this time, students are not to be wandering around the school or playing.
- ❖ Students are only allowed in classrooms during breaks, if...
 1. supervised by a teacher *and*
 2. involved in a directed activity
- ❖ All staff members are to familiarise themselves with the duty areas and playground areas.
- ❖ Classroom Teachers are to remind students of the playground areas on the first day of school every year.
- ❖ Minor incidents in the playground are recorded on a duty behaviour sheet. This information will be used to identify patterns in behaviour in each area of the playground. The duty behaviour sheets are in the duty bags for each area.
- ❖ Movement between classes must be closely monitored. Supervision must be negotiated with specialist teachers where necessary.
- ❖ All teachers must be prompt when returning to classrooms after break times and collecting students for Specialist classes.
- ❖ Student leaders are not to be left unsupervised in out of bounds areas or in classrooms.
- ❖ While some tasks must be completed during school time, the time away from class must be reasonable and kept to a minimum.
- ❖ Teachers in charge of student leaders must be vigilant about monitoring student behaviour.
- ❖ After school, students must be supervised by their parents. All students on school grounds after school, must be kept in a clear line of sight to their parents.