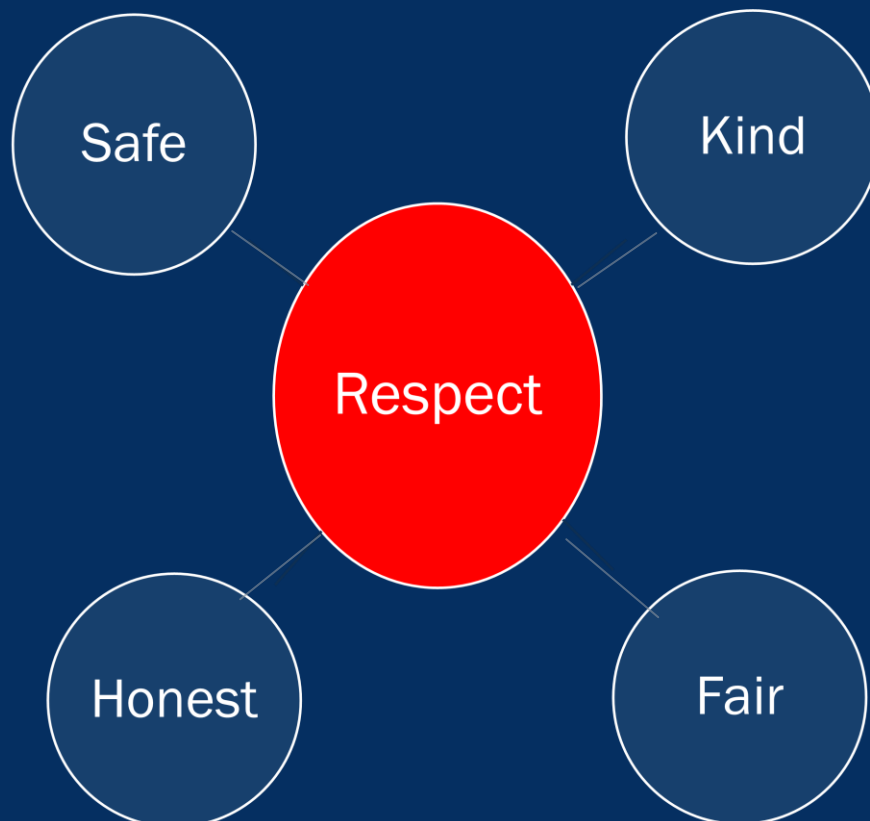




Upper Swan Primary School

POSITIVE BEHAVIOUR SUPPORT GUIDELINES 2023



Positive Behaviour Support Guidelines

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APPENDICES

The Values
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Important Links

The goal of resolving
conflict in a
relationship is not
victory or **defeat**.
It's reaching
understanding &
letting go of our
need to be right.

Positive Behaviour Support Guidelines

Aim

We aim to encourage students to fulfil their potential – academically, socially, emotionally and behaviourally - and contribute positively towards society.

Rationale

The development of appropriate and acceptable behaviour is a staff, parent and student responsibility. Its success is based on the recognition of the dignity and worth of all individuals. The focus will be on the behaviour, and not the student. It is built around restorative and reflective practises.

Building, maintaining and repairing relationships is critical.

We must have clearly defined acceptable behaviour in the context of the learning environment.

Desired behaviours are rewarded. Inappropriate behaviour will be addressed, and this will be seen as a learning opportunity to teach the desired behaviour. A focus on the behaviour rather than the person, will help in maintaining positive relationships.

Beliefs

- PBS should develop resiliency and build students' capacity to deal with conflict.
- Building positive relationships is central to PBS
- Rewarding positive behaviours assists the likelihood of repetition
- PBS is about supporting students to behave appropriately
- Prevention of negative behaviours must be a priority
- Learning and behaviour is connected
- Behaviour is learned, situational and contextual; and always involves others
- PBS is a *whole school village* responsibility

Participants in the Upper Swan Primary School Community are RESPECTFUL

We show **RESPECT** by being:

Fair

Safe

Kind

Honest

Positive Behaviour Support Guidelines

Restorative / Reflective Practices

Develop respectful relationships by teaching, modelling, and allowing time for:

Providing appropriate feedback

Considering others

Supporting behavioural change

Focusing on behaviour, not the student.

FAIR

SAFE

KIND

HONEST

1. All students are made aware of the GOOD STANDING policy
2. Norms are established, communicated and reinforced
3. Teach and model respectful behaviour

Classroom

Playground

Generalists

Specialists

All Staff

Blue Folders to communicate student behaviour from specialist to class teacher.

Folders in duty bags to communicate student behaviour from duty teacher to duty teacher.

1. Proximity / Praise / Reward
2. Rule Reminder / Warning
3. Second warning – Time out in class
4. Third warning – Time out in buddy class
5. Office with a Blue Slip
6. **Restorative Conversation**

1. Actively patrol duty area
2. Be proactive in preventing issues
3. Interact positively / Praise
4. Rule Reminder / Warning
5. Time out from area
6. Office with a Blue Slip
7. **Legends given for good behaviour**

Rationale

The development of appropriate and acceptable behaviour is a staff, parent and student responsibility. Its success is based on the recognition of the dignity and worth of all individuals. The focus will be on the behaviour, and not the student. It is built around restorative and reflective practises.

Building, maintaining and repairing relationships is critical. To change behaviour, we must have clearly defined acceptable behaviour in the context of the learning environment. Desired behaviours are rewarded. Inappropriate behaviour will be addressed and this will be seen as a learning opportunity to teach the desired behaviour. A focus on the behaviour rather than the person, will help in maintaining a relationship that is potentially at risk.

Beliefs

- PBS should develop resiliency and build students' capacity to deal with conflict.
- Building positive relationships is central to PBS
- Rewarding positive behaviours assists the likelihood of repetition
- PBS is about supporting students to behaviour appropriately
- Prevention of negative behaviours must be a priority
- Learning and behaviour is connected
- Behaviour is learned, situational and contextual; and always involves others

Aim

We aim to encourage students to fulfil their potential – academically, socially, emotionally and behaviourally - and contribute positively towards society.

GOOD STANDING POLICY

2023

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, 2019)

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 who maintain **good standing** are eligible for

School-wide Rewards

Behaviour Support Plan - Card System:

Silver, Gold and Platinum rewards.

Legends

Honour Certificates

Incursions / excursions

Loss of Good Standing

Students who lose their good standing may have rewards, incursions and excursions 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 may also forfeit their leadership roles.

The student will participate in a restorative process.

Reasons for Loss of Good Standing

- Suspension (SIS / Leadership Team)
- 3 Leadership directed detentions in a term. (SIS)

Positive Behaviour Support Guidelines

Classroom Behaviour Plan

Explicitly address the code of conduct with your class and construct positive class rules.

Build a culture of positivity through Virtues Education.

Start each day as a positive new day.

Teaching Staff will:

Read, understand, and consistently apply, the Positive Behaviour Support Guidelines.

Ensure students are familiar with the Good Standing policy and establish a shared understanding of the expectations.

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.

Explicitly teach and use reflective practises and problem-solving strategies.

Use Integris to document positive behaviours.

Class behaviour management follows a Reflective Behaviours processes.

Administration will:

Facilitate a reflective conversation with referred students

Provide students with 'cool down' time if required

Inform parents following a Blue Slip referral

Record incidents on Integris

Inform teachers via email

Positive Behaviour Support Guidelines

In 2022, we introduced an incentive system for the playground. In the duty bags are *LEGEND slips* (pictured below). If you see students doing the right thing in the playground, give them one of these. Students put their LEGEND into their faction letter box. Our faction captains count these at the end of the week and the legends are tallied over the term. The winning faction for each term, receives a reward.

Be proactive in noticing the great things that happen in the playground.

You are a USPS Legend!



| | |
|--------------|--------------------------|
| <u>Loton</u> | <input type="checkbox"/> |
| Belhus | <input type="checkbox"/> |
| Nolan | <input type="checkbox"/> |
| Shaw | <input type="checkbox"/> |

Thank you for being FAIR
SAFE KIND and HONEST.



Positive Behaviour Support Guidelines

Non-Negotiables

Playground

Eat and play in designated areas.
Walk on hard surfaces.
No hat, no sun.
No sports equipment in the undercover area.
Keep your hands and feet to yourself.

Before School

Prior to 8:30am, go to undercover area.
Don't enter a classroom without a teacher.
Go straight to class when rooms open at 8:30am.
Take electronic devices to Reception.
Adult supervision required for all students.

After School

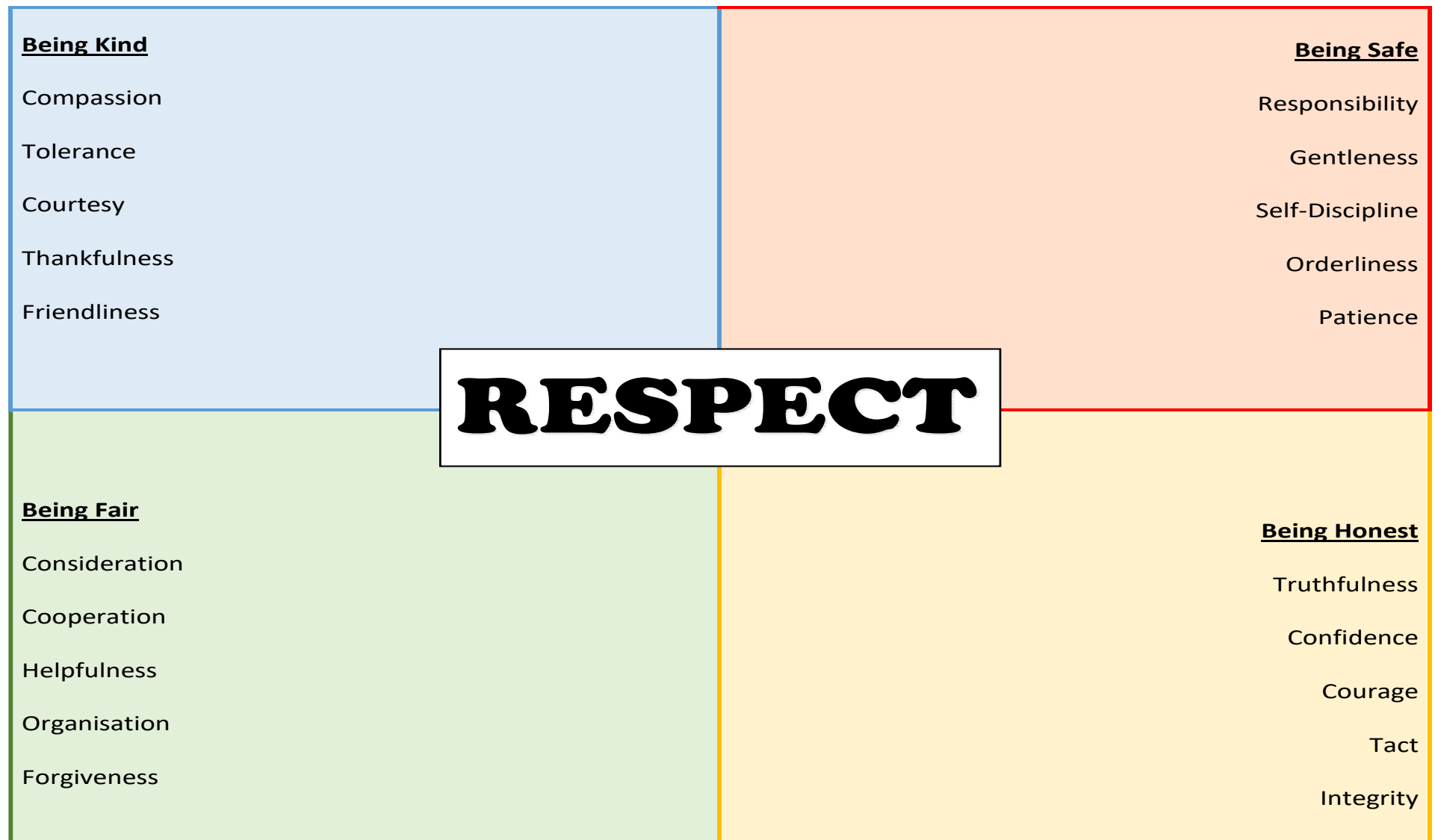
Bus students walk to the designated meeting place.
Electronic devices are collected and stored in bags.
Students in Kiss & Drop to be seated.
No use of sports equipment.
School playgrounds are out of bounds from 3:15pm.
Adult supervision required for all students.

General

Movement between classes to be supervised.
Teachers must be prompt in returning to class after breaks.
Students must have a lanyard when out of class.
Minor incidents are recorded on the tracking sheet in duty bags.
Blue slips must be completed and handed to Reception for serious breaches.
Blue slips must be completed and handed to Reception for medical concerns.

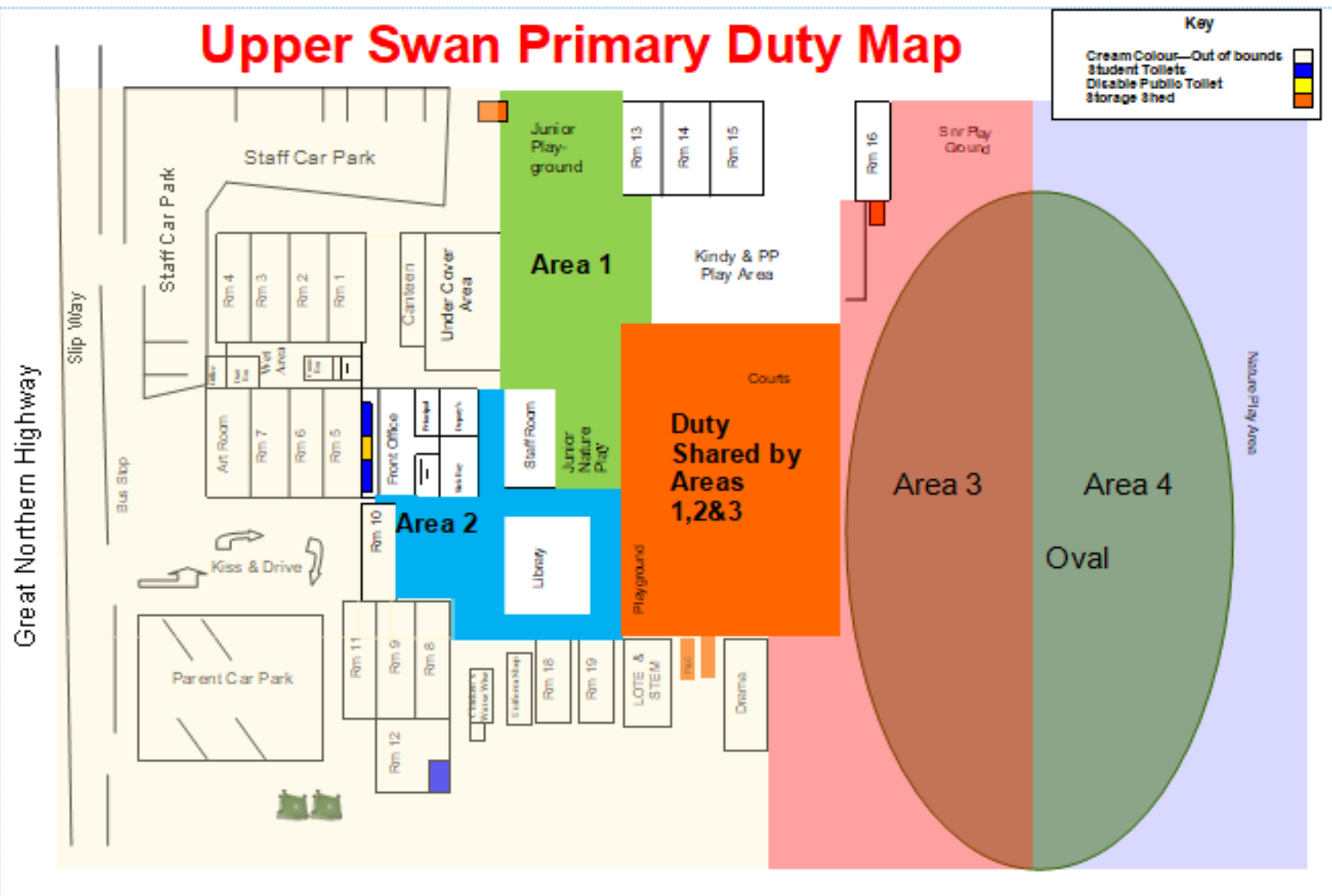
Appendices





Our school values of Fair, Safe, Kind and Honest align with our virtues. These can be used in discussions with your students.

Upper Swan Primary Duty Map



Recording and Notification Practices

Playground

1. Medical concerns are sent to School Reception with a blue slip 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.

2. Minor playground incidents to be recorded in the Tracking File accompanying teachers on duty.
3. Severe playground incidents (**Behaviour Card**) requiring Leadership 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.

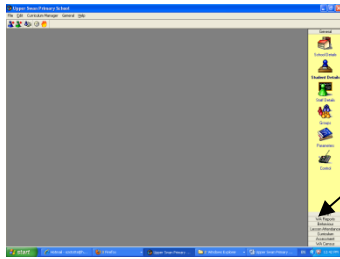
Classroom

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 Leadership intervention will be reported to parents immediately via telephone and a meeting time arranged (if required), to discuss consequences and ongoing management strategies.

Green Cards

When a student is awarded a Green Card, it must be recorded on Integris under positive behaviour.

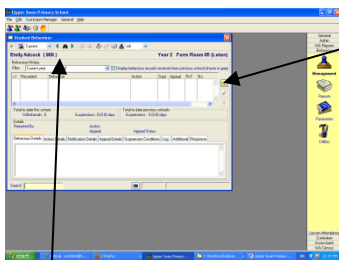
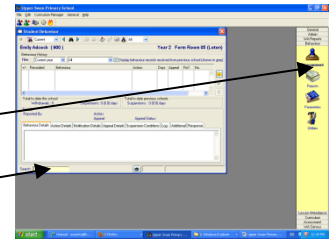
How to record on SIS:



1. Click on 'Behaviour'.

2. 'Click on Management'

3. Type in student's surname



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 in showing the positives we offer our students at our school.

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


Blue Slip

A BLUE SLIP needs to accompany any student directed to the office. This ensures our Reception Staff know where to direct the issue and the urgency.

Please fill out form including surname and teacher name (not just signature), so actioning the request will be easy.

BLUE SLIPS are in the duty bags and in a staffroom pigeonhole. If either supply is low, please let Beth Kerry know.

There is a bag for each duty area, hanging in the staffroom.

| Administration Request Form | |
|--|---|
| Student Name: _____ | Room: _____ |
| Date: _____ | Time: _____ Reporting Teacher: _____ |
| <u>Reason For Referral:</u> | Medical <input type="checkbox"/> Behaviour <input type="checkbox"/> Other <input type="checkbox"/> |
| <u>Summary Of Incident:</u> _____ _____ _____ _____ | |
| Office Notes: _____ _____ _____ | |
| <hr/> | |
| <u>Teacher Feed Back:</u> <small>(Office Use Only)</small> | Assisted By: _____  |
| Student Name: _____ | Time: _____ |
| Additional Notes: _____ | Parent Notified Yes/No _____ |
| _____ _____ | |
| Please have student return to Reception with bag for home, as parent is collecting. <input type="checkbox"/> | |



Whole School Reward System

You can maintain Good Standing by doing the following things:

1. Showing RESPECT
2. Being SAFE, FAIR, KIND and HONEST
3. Working to the best of your ability

Rewards

| | |
|---|---|
| Semester One <i>Maintaining Good Standing</i> | Silver Badge |
| Semester Two <i>Maintaining Good Standing</i> | Gold Badge (Silver Badge if not received in Semester One) |
| Administration Award | Platinum Badge |



Whole School Support



KEEPING OUR WORKPLACE SAFE GUIDELINES

A RESOURCE TO SUPPORT SCHOOLS TO MAINTAIN
SAFETY IN THE WORKPLACE



It is the right of every individual to work in a safe environment free from aggressive behaviour, threats and violence.

Violence in the workplace is a serious and complex issue. A hostile work environment can cause emotional, psychological and physical distress to individuals and interfere with productivity. In schools, it disrupts teaching and learning, and has an impact on staff, students, parents/carers and the community.

Together we are committed to providing high quality education in safe school environments across Western Australia.

1. [file:///U:/SAER%20Students%20at%20Educational%20Risk/KOWS_Guidelines%20\(1\).PDF](file:///U:/SAER%20Students%20at%20Educational%20Risk/KOWS_Guidelines%20(1).PDF)
2. School Response and Planning Guidelines for Students with Suicidal Behaviour and Non-Suicidal Self-Injury – Templates

U:\ Teacher Shared –Behaviour- School Response and Planning Guidelines
3. Employee Assistance Program 1300 307 912
www.peoplesense.com.au

