Positive Behaviour
Support Plan

Beliefs

Kalamunda Primary School provides a safe, interesting and caring environment that stimulates the natural curiosity in students.

➢ Everyone is treated with care and respect, our relationships are based on trust, resilience and the acceptance of responsibility.
➢ The value in working as a team with parents, carers and the wider community to provide quality education is highly regarded.
➢ High expectations of our students and staff are expected and we set standards of excellence and strive to achieve them.

At Kalamunda Primary School our focus supports the key principles of restorative practice:

➢ Positive interpersonal relationships are the foundation for social and academic achievement. We promote and exemplify positive student behaviour and interactions

➢ We assist students to feel they are both cared for and supported to succeed. This culture of care supports all individuals in the school community.

➢ Positive behaviour is learnt, and we consider the individual needs of all students. Some students may benefit from an individualised behaviour support plan developed collaboratively by the teacher, parents, Students Services team and other therapy members.

➢ Cultural receptiveness and responsiveness are key to creating learning communities of mutual respect and inclusion.

➢ A restorative approach leads to individuals taking responsibility for their behaviour.

Code of Conduct -

The school community has agreed that students must learn and maintain the following behaviours:

- Show respect and consideration to others
- Take care of property and the environment (Community
- Work and play safely
- Strive to excel

Values

At Kalamunda Primary School our five expected values are Belonging, Excellence, Compassion, Respect and Resilience. These form the basis for our behaviour expectations.

B**E**longing – welcoming, caring and work as part of a team

e**X**cellence – striving to excel, interested in discovering talents and exploring opportunities

Compassion – thoughtful, kind, nurturing and fair

r**E**spect – courteous, honest and appreciative

Resi**L**ience – we meet and overcome challenges / We 'Shake it Off'

At Kalamunda Primary School the staff have a clear understanding of expected behaviour/s and the need to provide support. These expectations are a vision of responsible student behaviour, social competence and that everyone belongs.

- The staff ensure there is systematic teaching of the expected behaviours and they become a routine part of the school day. This teaching involves modelling, practice and feedback.
- Staff encourage expected behaviours and provide regular feedback to students about their behavioural progress. This ensures our school culture behaviour expectations are the norm and requires staff to positively interact with students more frequently when they are engaged in appropriate behaviour than when the student is demonstrating inappropriate behaviour.
- Responses to inappropriate behaviour requires feedback and is viewed as a teaching opportunity.
- Teaching staff respond in a calm manner using an instructional approach to correct behavioural errors.
- The school uses data to focus the school's efforts to identify areas in need of improvement as well as those operating well and maintaining them.

Parents are respectful of the school's Code of Conduct and support the school in providing a meaningful and adequate education for their children.

Positive Behaviour Support - is supported by a three-tiered model as follows:

Tier 3 Tertiary Interventions - Individual students - Assessment-based - Intense, durable procedures 1-5%	Intensive practices and systems for students whose behaviours have been documented as not responsive at tiers 1 and 2. Individualised to the specific needs and strengths of the student.
Tier 2 Secondary Interventions - Some students (at-risk) - High efficiency - Rapid response - Small group interventions - Some individualising 5-15%	Specialised practices and systems for students whose behaviours have been documented as not responsive at tier 1. Generally provided in a standardised manner in small student groupings.
Tier 1 Universal Interventions - All settings, all students - Preventive, proactive 80-90%	Practices and systems for all students and staff implemented across all school settings

Rights and Responsibilities of the School Community

School staff, students and parents/carers share responsibility for providing safe, supportive and productive learning environments. By working together, we support the health and well-being of all our students and help them develop resilience and confidence.

We achieve this through our positive relationships, good communication and by working together.

1. Positive Environments

Our school's positive environment enables students to learn and staff to work. We achieve this through school staff, parents/carers and students:

➢ Valuing and supporting every member of the school community and appreciating their contributions
➢ Encouraging cooperation and acceptance
➢ Creating and maintaining friendly, supportive ad cohesive communities

2. Promoting Respectful relationships

We all have the right to feel safe and be safe at school.

We achieve this through school staff, parents/carers and students:

➢ Teaching students about respect (behaviour expectations) as part of the Curriculum and students are expected to maintain positive behaviour in their school community.
➢ Principals working with their school community to maintain positive behaviour and deal appropriately with students who violate the rights of other students and staff.
➢ Parents/carers encouraging, promoting and modelling good behaviour and respect for others at home, school and in their communities.

3. Communicating well

Our school thrives on open communication wherein staff, students, and parents/carers have opportunities to share information, discuss issues and maintain an ongoing dialogue.

All communication between school staff and parents/carers is mutually respectful.

School staff are not expected to respond to communication that is unacceptable and will be referred to the principal.

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Role of School Staff

Our School staff play a key role in fostering good relationships with parents/carers.

Staff do this by:

➢ welcoming and encouraging parents/carers to participate in their children's education
➢ communicating information and responding to enquiries in a variety of inclusive ways, reflective of the school community
➢ maintaining professional relationships that are open, honest and respectful
➢ valuing every family and respecting their differences
➢ working with parents/carers to identify and promote the individual needs of their children.

Role of parents/carers

Our Parents/carers have an important role in helping to create and maintain positive learning environments for students.

Parents do this by:

➢ treating all members of the school community with respect and dignity
➢ respecting differences and preferences of others
➢ supporting school policies and values
➢ being respectful in their relationships and reinforcing their children's good behaviour
➢ supporting the activities of their school and getting involved where they are able to
➢ encouraging their children to respect other students and school staff.

Role of students

Our Students also play their part so they can have positive learning experiences.

Students do this by:

➢ engaging in classroom activities
➢ being respectful to and supportive of others
➢ maintaining positive behaviour.

By everyone playing a part in providing a safe, positive learning environment and opportunities for our students, we enable them to be the best they can be.

Behaviour Expectations – Behaviour expectations are taught across all year levels.

	Our School all of the time	Learning Areas	Outside areas/ transitions
BElonging	➢ Participate actively ➢ Be accepting of other's ideas ➢ Be prepared to negotiate with others ➢ Be cooperative and work as a team ➢ We wear our uniform correctly	➢ We follow class rules ➢ We participate in all activities ➢ We encourage others ➢ Participate actively	➢ We play in the correct area safely ➢ We help to get equipment ready and we pack away ➢ We pick up rubbish we see (It's not my rubbish but it's my school)
EXcellence	➢ Strive to excel ➢ Strive to improve, set goals ➢ Have-a-go and learn from mistakes ➢ Be reflective	➢ Share your knowledge and talents ➢ Actively participate in class ➢ Challenge yourself and your thinking ➢ Think of other possibilities ➢ Use thinking hats	➢ Encourage others to be the best they can be ➢ Praise people who share their talents
Compassion	➢ Be supportive of the others ➢ Celebrate successes and differences ➢ Be kind, considerate and honest ➢ Be a positive role model ➢ Look for a solution to problems	➢ We speak kindly and use our manners ➢ We include others in activities and games	➢ We take turns and share ➢ We speak to a duty teacher if needed ➢ We line up and use manners when walking around the school
REspect	➢ Show respect for all adults and children ➢ Be responsible for your behaviour and property ➢ Use whole body listening ➢ Make safe and expected choices ➢ Respect our school at all times	➢ We use equipment correctly and safely ➢ Look after school equipment and make expected choices ➢ Be punctual to all classes ➢ We walk on the verandahs all of the time	➢ We sit and eat in the undercover area (Yr 1-5) ➢ Place rubbish in the bin ➢ Wait to be dismissed from lunch after eating ➢ We wear our hats when we are outside ➢ We walk quietly around the school
ResiLience	➢ We face challenges and use appropriate strategies to move forward ➢ We recognise the 'Size of our problem' and we use our Zones of Regulation ➢ We 'Shake it Off'	➢ We ask for assistance when we need it ➢ We understand and respect when someone else is facing a challenge and provide support	➢ We follow playground rules ➢ We assist others to 'Shake it Off' when appropriate

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PBS Matrix

Teach and model expected behaviours to all students
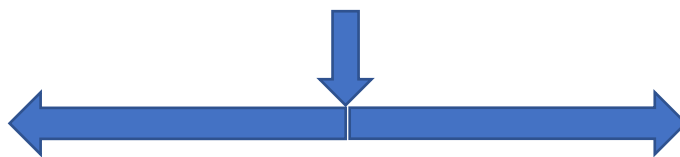
Verbal and Non-Verbal
- Praise and encouragement
- Building rapport / humour
- Feedback
- Body language
- (thumbs up, high fives)

Positive Behaviour Slips/Raffle tickets
- All staff may reward students
- PB Slips (Green)rewarded for the value demonstrated
- Raffle tickets for Faction points
- Students to place in the PBS / raffle ticket box

Positive Behaviour Response Planning – Level 1
- Target behaviour (See Behaviour Response Planning Sheet)
- Follow PLP (if applicable)
- Zones of Regulation (Expected / unexpected behaviours)
- Calming spot/sensory activities
- Consequences need to relate to the behaviour

Mentor class / support – Level 2
- Target behaviour (See Behaviour Response Planning)
- Calm down spot / island reflection
- Mentoring / support / problem solve with student
- Parent involvement
- Reflection plan / apology

Administration –Major behaviour response Level 3
- Red card (Admin called)
- Risk management procedures followed if required
- Reflection plan / parent involvement / Case conference
- Apology / complete missed work

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Positive Behaviour Support Plan

Responsibility of all to display – *Belonging * Excellence*Compassion*Respect*Resilience*

Response is

Calm	Consistent	Brief	Immediate	Respectful	Private

1. Observe problem behaviour. (after behaviour response planning if applicable)
2. Problem solve with students.

3. MINOR behaviour response	Minor or Major		3. MAJOR behaviour response
Minor Response	Minor	Major	Major Response

Minor Response	Minor	Major	Major Response
Step 1 ❖ Prompt low key response ❖ Redirect stated expected behaviour ❖ Re-teach, tell, show, practise, feedback and encourage **Choice:** **Choice:** Behaviour stops Behaviour continues Specific positive feedback **Step 2** **Consequence and Action** **Classroom** ❖ Island reflection ❖ Loss of privilege **Playground** ❖ Walk with teacher / sit on bench ❖ Loss of privilege **Choice:** **Choice:** Behaviour stops Behaviour continues Specific positive feedback **Step 3** **Consequence and Action** ❖ Think time in another classroom / reflection sheet ❖ Loss of privilege over a period of time ❖ Parent notification and data entry ❖ Behaviour management plan (informal) **Choice:** **Choice:** Behaviour stops Behaviour continues Specific positive feedback **Step 4** ❖ Refer to Administration ❖ Behaviour management plan (formal) ❖ Reflection sheet	*Belonging* ➢ Not engaging, participating or following instructions ➢ Not accepting of other's ideas ➢ Refusal to solve issues / follow rules ➢ Uncooperative ➢ Not wearing uniform correctly - no hat ➢ littering *Excellence* ➢ Not striving to excel ➢ Not trying to improve, set goals or being the best, you can be *Compassion* ➢ Negative language ➢ Lack of manners ➢ Not allowing students their turn / sharing ➢ Bossiness in group tasks and games *Respect* ➢ Lack of care for the environment ➢ Not using whole body listening ➢ Using equipment unsafely ➢ Talking at inappropriate times ➢ Answering back ➢ Off task – moving around the classroom without reason ➢ Slow transitions *Resilience* ➢ Lack of Shaking it off ➢ Not facing challenges and recognising the size of the problem and the appropriate response	*Belonging* ➢ Inappropriate language eg swearing ➢ Spitting ➢ Malicious exclusion of others ➢ Aggressive play / physically hurting others ➢ Intimidating behaviour / bullying ➢ Continued Refusal to follow instructions *Excellence* ➢ Deliberately and consistently not producing work or engaging at a level capable of *Compassion* ➢ Excluding others ➢ Consistently unkind ➢ Lying ➢ Negative by-standing *Respect* ➢ Deliberately misusing or damaging property ➢ Out of bounds ➢ Inappropriate use of resources/ facilities ➢ Use and/or possession of banned object /substance etc. eg mobile phone / weapon ➢ Inappropriate internet / technology use *Resilience* ➢ Excessive reaction to the size of the problem	**Step 1** ❖ Student given time to cool down ❖ Outline specific behaviour ❖ State expected behaviour from matrix ❖ Problem solve with student ❖ Determine resolution and consequence ❖ Enter data / reflection sheet ❖ Discuss resolution and consequence with Administration ❖ Risk management considered **Choice:** **Choice:** Behaviour stops Behaviour continues Specific positive feedback **Step 2** ❖ Follow through on resolution and consequence ❖ Inform care giver **Choice:** **Choice:** Behaviour stops Behaviour continues Specific positive feedback **Step 3** ❖ Teacher initiates behaviour management plan (formal) ❖ Case conference with Administration / care giver ❖ Involvement of external agency eg SEN-B **Choice:** **Choice:** Behaviour stops Behaviour continues Specific positive feedback **Step 4** ❖ Administration decides on appropriate consequence eg possible suspension Involvement of external agency eg SEN-B ❖ Planned intervention and re-entry

Repeated Minors Process
➢ Data shows ongoing or increased frequency of behaviour eg. 3 yellow slips in 1 term = red slip

**Some students will have individualised plans that may result in a different, negotiated process.

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Feedback and Encouragement

At Kalamunda Primary School our strong sense of belonging ensure we uphold our valued culture through specific and detailed feedback. It is crucial all staff explain the reason why the behaviour is important and teach the benefits of the behaviour and the impact it has on them and others.

We use rewards to support and assist students to develop and demonstrate the desired behaviour. The reward increases the likelihood that the positive behaviour will be repeated in the future. These behaviours are also reinforced at Pastoral Care Assemblies using raffle tickets and whole school acknowledgements.

Major Breaches of Behaviour

Kalamunda Primary School addresses the following serious behaviour breaches in line with requirements from the Department of Education Student in Public Schools Policy and Procedures. These serious breaches of behaviour will be actioned upon by the Principal or appointed nominee.

Bullying

Bullying is when an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may involve verbal, physical, relational and psychological forms of bullying. Teasing or fighting between peers is not necessarily bullying. [*Behaviour Management in Schools* policy, Department of Education (2013)]

Bullying may involve:

- **verbal bullying:** The repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, insulting language, name-calling, swearing, nasty notes and homophobic, racist or sexist comments.

- **emotional/psychological bullying:** Includes repeated stalking, threats or implied threats, unwanted email or text messaging, abusive websites, threatening gestures, manipulation, emotional blackmail, and threats to an individual's reputation and sense of safety.

- **relational bullying:** Usually involves repeatedly ostracising others by leaving them out or convincing others to exclude or reject another individual or group, making up or spreading rumours, and sharing or threatening to share another's personal information.

- **physical bullying:** Includes repetitive low level hitting, kicking, pinching, pushing, tripping, 'ganging up', unwanted physical or sexual touching and damage to personal property. More serious violent behaviours are not necessarily treated as bullying and may be better managed through the school's discipline processes.

- **cyber bullying:** Involves the use of information and communication technologies such as email, text messages, instant messaging and websites to engage in the bullying of other individuals or groups. This technology provides an alternative means for verbal, relational and psychological forms of bullying.

Mobile Phones / Smart watches

Students from Kindergarten to Year 6 are not permitted to have a mobile phone in their possession during the school day. They are to be "Off and Away All day". Students are also required to put their smart watches in 'aeroplane mode so phone calls and messages cannot be sent or received during the school day. Head phones and ear buds are also not permitted. When a student has been granted an exemption, the mobile phone can be used by the student, however its use must be monitored by school staff and then stored in their school bag when not in use.
*Exemptions to this must be granted through the Principal or teaching staff if it is for an educational purpose.

Personal use of Electronic Devices

Personal electronic devices maybe used during educational opportunities only under direct teacher supervision. eg presentations / news-telling

Weapons

Students are not to be in possession of weapons on the school site or at any school activity. A student who is aware of a weapon on the school site or school activity, must bring this information to the attention of school staff.

Drug and Alcohol misuse by students

The possession or use of illegal substances by students at school is not acceptable under any circumstances. Student intoxication on school sites or at school off-site activities is unacceptable. Where school staff have reasonable grounds for belief that a student is intoxicated, the immediate priority will be the health and welfare of the student.

Risk management for students at risk of self-harm

School response and planning follows the Department of Education's Guidelines for students with suicidal behaviour / non-suicidal behaviour and self-injury.

Good Standing

All students commence with and retain good standing while exhibiting behaviours that align with the school's values and beliefs as articulated in the school's behaviour plan. Loss of good standing is determined by the principal or appointed nominee.

Record Keeping

The school records data on SIS and uses this data, in conjunction with whole school assessment practices to evaluate the effectiveness of whole school behaviour support planning.

Appendix – Behaviour Response Planning

Behaviour is expected when the student ➢ sits at their desk ➢ engaged in class discussion with hand up if needed ➢ engages quietly in independent work	**Strategies** ➢ visual supports ➢ scheduled break times ➢ rewards ➢ praise ➢ sensory support
Early/low warning signs When student starts: ➢ begins to self-talk ➢ turns chair/body away ➢ makes a high pitch squeal ➢ fidgets and stims with hand ➢ shuffles feet ➢ tilts head ➢ moves around the room	**To prevent challenging behaviour** ➢ use Zones of Regulation strategies ➢ reduce stimulation – use headphones/ reduce light etc ➢ working outside the classroom ➢ ask the student quietly if they need a 'break' ➢ give the student a small job to help with the class activity eg timer, point to words, help a peer ➢ increase frequency of ticks towards goal
Medium level challenging behaviours When a student starts opting out of tasks by: ➢ pushing work away ➢ ripping work and/or eating bits of it ➢ getting attention by hiding under furniture ➢ shouting loudly ➢ walking on toes ➢ chewing objects	**To de-escalate situation and prevent severe challenging behaviours:** ➢ give him/her space and allow ➢ ignore attention seeking behaviours ➢ give an opportunity for a break ➢ use timers ➢ renegotiate the task ➢ swing/trampoline time (parent consent)
Severe challenging behaviours When a student starts: ➢ pushing chairs around ➢ pushing desks over ➢ hitting ➢ runs out of room without a 'take out' card ➢ hiding under the desks	**Safety strategies:** ➢ send another student with red card (Admin called) ➢ all staff to avoid ANY interaction ➢ remove self and peers from class ➢ respect his/her space ➢ admin/teacher/EA keep an eye on student at a safe distance ➢ Teacher/DP records incident on Integris
The recovery has started when the student: ➢ fidgets ➢ reads a book ➢ listens to discussions at his/her desk but doesn't participate ➢ begins to talk to staff	**To speed recovery:** ➢ may go on with the day as planned ➢ may need calming activities ➢ reflecting on reason for behaviour ➢ teacher/EA must debrief with student and reflect on triggers ➢ reflection sheet/apology ➢ Teacher /EA records triggers on escalation sheet for tracking

** Signs and strategies are interchangeable between the stages.

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