



Borden Primary School

Behaviour Management Plan

Positive Behaviour Support (PBS)

Updated 2021



POLICY STATEMENT

This whole school behaviour plan has been developed in accordance with the Department of Education’s “*Student Behaviour in Public Schools Policy – version 2.2 2/10/18*”. Department of Education schools have an obligation to provide every student with the educational support the student needs to learn and maintain positive behaviour. The policy states that The Principals must, in accordance with *Student Behaviour in Public Schools Procedures*:

- document a whole school plan to support positive student behaviour
- implement the documented whole school plan to support positive student behaviour; and
- provide individual student behaviour support where the need is identified

At Borden Primary School, our Behaviour Management Plan represents a whole school approach towards the achievement of a friendly, safe and caring environment. The establishment of positive relationships within our school community is of paramount importance for a sense of school pride and commitment. Successful relationships foster positive self-concepts and attitudes, which lead to successful performance.

SCHOOL CODE OF CONDUCT

Our school code of conduct states the behaviours that students at Borden Primary School are required to learn and maintain at the school. We have established a set of values that are explicitly taught to students on several occasions throughout the course of the school year. At Borden Primary School we aim to build a culture that promotes respect, resilience, being your best and being safe and caring. These values are reflected in the class expectations that each teacher establishes with their students at the beginning of each year.

Our Code of Conduct is centered around our Positive Behaviour Support (PBS) School Values, Behaviour Agreements and Expectations and a set of Rights and Responsibilities.

AT BORDEN PRIMARY SCHOOL TO:

BE RESPECTFUL	BE RESILIENT	BE SAFE AND CARING	BE YOUR BEST
WE...	WE...	WE...	WE...
Respect ourselves.	Have a go.	Follow the rules.	Strive to improve.
Are in the right place at the right time.	Use self-regulation.	Make safe choices.	Wear our uniform with pride.
Speak positively.	Ask for help when needed.	Speak up if we feel unsafe.	Take pride in ourselves, our work and our school.
Respect privacy.	Consider ideas and be receptive to constructive feedback.	Seek help if needed.	Demonstrate good sportsmanship.
Listen respectfully.	Own our behaviour.	Help and encourage Others.	Make good choices.
Use an appropriate voice.	Ignore distractions.	Keep hands and feet to ourselves.	Strive to develop good work practices.
Respect differences.	Show honesty.	Be cyber safe.	Set and work towards our goals.
Cooperate with others and take turns.		Take care of our belongings.	Come prepared for Learning.
Play by agreed rules.		Use equipment appropriately.	Stay on task.
Use our manners.		Move safely.	
Respect our environment.		Look after our school.	Be the best version of our self.
Show gratitude.			

Positive Behaviour Support Matrix Behaviour Agreements and Expectations

		BE RESPECTFUL	BE RESILIENT	BE SAFE AND CARING	BE YOUR BEST
Behaviour Agreements	BEFORE AND AFTER SCHOOL	<ul style="list-style-type: none"> Sit quietly in eating area if you have arrived to school before 8.30am Go to your classroom after 8.30am Get your equipment ready Say good morning and afternoon 	<ul style="list-style-type: none"> Look after your belongings Hand in notes/ permission slips to office on time Bring required equipment to school Start positively 	<ul style="list-style-type: none"> Walk your bikes/scooters/skate boards on school property Hang your bag neatly outside the classroom Leave the school grounds promptly Sit and wait quietly for your parents/bus Walk to and from the bus 	<ul style="list-style-type: none"> Be at school between 8.30 – 8.50am Be clean and tidy
	WHOLE SCHOOL	<ul style="list-style-type: none"> Use polite manners (Please, thank you, Excuse Me) Walk in and out of classroom quietly Use active listening skills Put things back where they belong in the same condition Ask permission to use others' property Use an appropriate voice Use toilets appropriately No swearing in conversation 	<ul style="list-style-type: none"> Show gratitude Own up to your actions Be honest Give constructive feedback Listen to and follow instructions first time Encourage others Show calmness and mindfulness Look after your belongings 	<ul style="list-style-type: none"> Take care of our school Stay in school grounds Walk while in doors Keep your body and objects to yourself Use kind words Give service to the community 	<ul style="list-style-type: none"> Always strive to be your best Ask for help when needed Build positive relationships Be polite and courteous Encourage inclusion Wear your school uniform appropriately
	CLASSROOM	<ul style="list-style-type: none"> Focus on task at hand Cooperate with others Wait respectfully for your turn to speak Take your turn 	<ul style="list-style-type: none"> Have your equipment ready Ask for help Put away equipment Ignore distractions Use eye contact Leave your desk/ classroom neat and tidy 	<ul style="list-style-type: none"> Promptly return to class when bell rings Move around safely Push chairs in Help and encourage others Ask for help when needed Use electrical equipment safely 	<ul style="list-style-type: none"> Pay attention Start your work straight away Stay on task Complete your work
	PLAYGROUND	<ul style="list-style-type: none"> Wait patiently Agree on game rules before starting Follow game rules Listen and follow duty teachers directions first time 	<ul style="list-style-type: none"> Take turns Share equipment Be a good sport Resolve conflict in a calm manner 	<ul style="list-style-type: none"> Make safe choices Invite others to play or sit with you Report problems to the Duty Teacher Ask for help when needed 	<ul style="list-style-type: none"> Help pack away equipment Be active
	LIBRARY	<ul style="list-style-type: none"> Listen to the speaker Put things back where they belong. Wait your turn 	<ul style="list-style-type: none"> Return books on time Choose a book that interests you Borrow books weekly 	<ul style="list-style-type: none"> Move around safely Be cyber safe Use electrical equipment safely 	<ul style="list-style-type: none"> Use a bookmark while browsing Wait quietly and patiently in line Get your book scanned Return books to the right place
	UNDERCOVER EATING AREA	<ul style="list-style-type: none"> Eat with your mouth closed Wait to be dismissed Put your rubbish in the bin 	<ul style="list-style-type: none"> Be self-controlled (Keep hands and feet to yourself) Remain seated while eating Clean up after yourself 	<ul style="list-style-type: none"> Eat your own food Eat a healthy lunch Be nut allergy aware Move around safely 	<ul style="list-style-type: none"> Go straight to the lunch area Eat your own lunch Eat healthy food and drink water

Rights and Responsibilities

Students

Our Rights	Our Responsibilities
<ul style="list-style-type: none"> • Learn in a purposeful and supportive environment. • Be treated with respect, courtesy and honesty. • Work in a clean, safe, secure and friendly environment. • Be free from Cyber-bullying. Cyber - bullying is abusive texts and emails. Imitating others online. Excluding others online. Tagging others inappropriately. Posting unkind messages or inappropriate images on social networking sites. 	<ul style="list-style-type: none"> • Ensure their behaviour does not interfere with the learning of others. • Strive to keep the school neat, safe and clean. • Ensure they are punctual, polite and positive. • Behave in a safe manner. • Not to bully others. Bullying is the conscious desire to hurt, persecute, intimidate, exclude or put down another through looks, actions or words. Bullying is unacceptable and will not be tolerated. • Not to engage in Cyber-bullying which involves the use of information and communication technologies to support deliberate, repeated and hostile behaviour by an individual or group, that is intended to harm others.

Parents

Our Rights	Our Responsibilities
<ul style="list-style-type: none"> • Be informed of decisions about their child's health and welfare. • Be informed of their child's progress. • Access a meaningful and adequate education for their child. • Be heard in an appropriate forum. • Be informed about behaviour management procedures and decisions affecting their child. 	<ul style="list-style-type: none"> • Ensure that their child attends school regularly and is punctual. • Ensure that their child's health and welfare is at an optimum level for learning. • Ensure their child has the materials needed to make effective use of school. • Support the school in the education of their child. • Inform the school of any health issue or other issues which could impact on the child's learning or schooling. • Build a cooperative and supportive relationship with teachers. • Model respectful, courteous and honest behaviour.

Staff

Our Rights	Our Responsibilities
<ul style="list-style-type: none"> • Teach without disruption. • Be treated with respect, courtesy and honesty. • Work in a clean, safe, secure and friendly environment. • Have cooperation and support from colleagues, students and parents. 	<ul style="list-style-type: none"> • Establish positive relationships with students. • Model respectful, courteous and honest behaviour. • Ensure the environment is clean, safe and friendly. • Report student progress to parents. • Operate positively in harmony with the direction set by the Code of Conduct.

ROLES AND RESPONSIBILITIES OF STAFF

At Borden Primary school a whole-school response to behaviour is adopted, with teaching staff and the Principal holding the prime responsibility of managing student behaviour.

	Teaching Staff	Principal	Education Assistants	Support Staff -MCS, School Officers, Librarian, Cleaner, Gardener, Parent Helpers, Volunteers, Chaplain
Classroom	<p>Positive Behaviour: Give verbal praise and encouragement when appropriate, use Class Dojo point reward system</p> <p>Negative Behaviour: Establish classroom rules and routines with the students, manages negative student behaviour using the management referral process</p>	<p>Positive Behaviour: Give verbal praise and encouragement when appropriate, use Class Dojo point reward system</p> <p>Negative Behaviour: Generally, does not intervene or deal with negative behaviour in the classroom as this is the role of the classroom teacher. However, will provide immediate support when requested by the teacher or it is apparent support is required</p>	<p>Positive Behaviour: Give verbal praise and encouragement when appropriate, use Class Dojo point reward system</p> <p>Negative Behaviour: Generally, does not intervene or deal with negative behaviour in the classroom as this is the role of the classroom teacher. However there may be time when it is appropriate <i>ie special needs EA, leading an activity, or when directed to assist by the classroom teacher</i></p>	<p>Positive Behaviour: Give verbal praise and encouragement when appropriate.</p> <p>Negative Behaviour: Does not intervene or deal with any negative behaviour in the classroom – this is only the role of the classroom teacher – if negative or unsafe behaviour is observed report it directly to the teacher</p>
Playground	<p>Positive Behaviour: On Duty Roster – give verbal praise and encouragement.</p> <p>Negative Behaviour: Follow the negative behaviour management referral process and reports back to students' teacher</p>	<p>Positive Behaviour: On Duty Roster – give verbal praise and encouragement.</p> <p>Negative Behaviour: Follow the negative behaviour management referral process and reports back to students' teacher</p>	<p>Positive Behaviour: On Duty Roster – give verbal praise and encouragement.</p> <p>Negative Behaviour: Follow the negative behaviour management referral process and reports back to students' teacher</p>	<p>Positive Behaviour: Give verbal praise and encouragement when appropriate.</p> <p>Negative Behaviour: Does not intervene or deal with any negative behaviour in the playground – this is only the role of the person on Duty – if negative or unsafe behaviour is observed report it directly to the person on duty</p>
Around School – verandah, toilets, front office etc.	<p>Positive Behaviour: Give verbal praise and encouragement, use Class Dojo point reward system</p> <p>Negative Behaviour: Follow the negative behaviour management referral process and reports back to students' teacher</p>	<p>Positive Behaviour: Give verbal praise and encouragement, use Class Dojo point reward system</p> <p>Negative Behaviour: Follow the negative behaviour management referral process and reports back to students' teacher</p>	<p>Positive Behaviour: Give verbal praise and encouragement when appropriate, use Class Dojo point reward system</p> <p>Negative Behaviour: Follow the negative behaviour management referral process – under guidance of teacher and when appropriate to do so</p>	<p>Positive Behaviour: Give verbal praise and encouragement when appropriate.</p> <p>Negative Behaviour: Does not intervene or deal with any negative behaviour around the school– if negative or unsafe behaviour is observed report it directly to the closest teacher or the Principal</p>
Contact with Parents	Notifies parents when student has been sent to the office for repeated minor managed behaviour	Notifies parents when student has been sent to the office for major managed behaviour	Does not discuss student behaviour with parents unless directed to do so by the classroom teacher or Principal when it is appropriate	Does not discuss negative or unsafe student behaviour with parents unless directed to do so by the Principal when it is appropriate <i>ie- that person was directly impacted by the student behaviour and a resolution is required</i>
Outside Events	<p>Positive Behaviour: Give verbal praise and encouragement.</p> <p>Negative Behaviour: Follow the negative behaviour management referral process</p>	<p>Positive Behaviour: Give verbal praise and encouragement.</p> <p>Negative Behaviour: Follow the negative behaviour management referral process</p>	<p>Positive Behaviour: Give verbal praise and encouragement.</p> <p>Negative Behaviour: Follow the negative behaviour management referral process</p>	<p>Positive Behaviour: Give verbal praise and encouragement when appropriate</p> <p>Negative Behaviour: Does not deal with any negative behaviour- if negative or unsafe behaviour is observed report it directly to the closest teacher or the Principal</p>



CLASS DOJO AT BORDEN PS

This reward system works on 3 levels –

- **Individual students** – every student will receive an individual reward when they personally gain a certain amount of dojo points (**the aim is for this to happen for each child on a weekly basis** - the reward might be a prize, hot chocolate on desk, 5 minutes game time, or something off of the PBS menu)
- **Class level** – each class will receive a whole class reward when they together reach a certain amount of dojo points (**the aim is for this to happen 3 or 4 times a term** – the reward might be 30 minutes of a class game, a fun science experiment, cooking etc)
- **Whole school** – the whole school will receive a reward when they together reach a certain amount of dojo points (**the aim is for this to happen once or twice a term** – the reward might be a disco, free dress day or pizza afternoon etc.)

Parents are able to download the Class Dojo app and be instantly notified when their child receives a Dojo point and what they received it for. Class Dojo also has many other functions such as sharing photos, class stories and messages. This is a positive reward system only. Students will never lose Dojo points for negative behaviour. Students can track how many points they have as it will be displayed on interactive board and they can login on their own computers.

TEACHING AND CLASSROOM MANAGEMENT STRATEGIES

All staff should use positive corrective practice wherever possible.

At Borden PS, Classroom Management is based on:

- a consistent, whole school approach to managing student behaviour.
- an engaging and relevant curriculum meeting the interests and needs of students.
- a policy which is based on the rights and responsibilities of all individuals.

All students must be made aware of:

- Student rights and responsibilities;
- Rewards and reinforcement for positive behaviour;
- Specific classroom values; and
- Consequences of breaking values.

Teachers at Borden Primary School need to implement the whole school positive behaviour support policy in the following ways:

- At the beginning of the year, each teacher will clarify the school rights and responsibilities and school values and consequences (see behaviour referral process).
- At the beginning of the year, each teacher will establish classroom values based on the school values using appropriate language and be worded in positive behaviourally-specific terms. They will also establish core routines to ensure smooth running of classroom learning.
- Each classroom will display the Borden PBS School Values

All teachers to use low key classroom management strategies. Eg:

- Winning Over (bonding with students)
- Routines to create transitions between lessons
- Proximity and scanning of students
- Responding and demonstrating appropriate behaviours
- Private dialogue with students when needed
- Dealing with the problem, not the student

MANAGEMENT OF THE SCHOOL ENVIRONMENT

– PROMOTING POSITIVE STUDENT BEHAVIOUR

Procedures for Encouraging Expected Behaviours

Procedures for Encouraging Expected Behaviours					
	Free and Frequent	Short Term	Short Term	Short Term	Long Term
	Dojo Point	Class and School Reward – Total Dojo Points	Good News Story	Assembly Merit Certificates	Citizen of the Month
Resource	Class Dojo	Class Dojo TALLY	Certificate	Certificate	Certificate & Badge
Description & Criteria	Students receive a Dojo point from their teacher or staff member when demonstrating a PBS value.	Students collectively work towards a class or school reward by tallying their Dojo points together.	1 student from each classroom is awarded for most consistently demonstrating the Value of the Week	Classroom teachers to any student following the Borden Values. Criteria for eligibility to reflect school values.	Classroom teacher and Principal. Criteria for eligibility to reflect school values.
When & Where Presented	Students can receive Dojo points in the classroom, playground or around the school – dojo point given out electronically via computer or phone	During weekly check-in the points are tallied and totalled towards the class or school goal.	Award at PBS Check in by classroom teacher	Students awarded certificates by classroom teachers at school assembly.	Students awarded certificates by Principal at school assembly.
Information to Staff	Staff meetings updates	Celebration at check-in when goal is met	Staff to collaborate on which students to award	Staff meetings— liaison with Principal	Staff meetings— liaison with Principal
Goals	Set by classroom teacher – normally approx. 10 in a week	Set by the students and staff at start of term	“Value of the Week” set by PBS Team Leader and Health & Wellbeing Leader	Assembly Merit Certificates - as appropriate	Citizen of the Month - monthly
Celebrations	Choice board in classroom ie free dress, hot chocolate	Class/school outing, activity or excursion	Winner's photo displayed on PBS and DOJO Notice Boards	At School Assemblies	Award at School Assemblies - Monthly award
Coordinator	Teaching Staff	Teaching Staff	PBS Team Leader/ Coordinator	Administration/ Teaching Staff & Principal	Principal

APPLICATION OF DISCIPLINARY MEASURES

Where possible, immediate and logical consequences are administered for misbehaviour; where possible these will be educative. Teachers record misbehaviour on the Borden PS Behaviour Referral form. When students reach Step 5 the student is then referred to the Principal. After the misbehaviour is resolved, the referral form is filed on the individual student's file and a hard copy placed in their main file. The Principal is to record behaviour details and disciplinary measure on INTEGRIS and then inform Teachers of the outcome via verbal communication. The Principal notifies parents/caregivers when a child's behaviour is of concern or a severe breach of values occurs.

Behaviour Breaches:

MINOR –Teacher Managed	MAJOR - Principal Managed
Answering back Cheating Disinterested/disengaged Inappropriate comments Inattentive Minor dishonesty Minor physical contact (flick, tap, nudge) Not following instructions Out of area Out of seat Property misuse Rough play Technology misuse Throwing Touching Unprepared Unsafe behaviour Work avoidance Dishonesty	Bullying Defiance and/or refusal Intimidation of staff or students Physical assault of staff or students Property damage/misuse Repeated minors (3-5 in a week) Verbal abuse of staff or students Children who have gone through the Behaviour Management Process.

'Red and Green' Slips

- Green Slips are for minor behaviours – If a student reaches step '3' on a green slip they receive a 'minor'. Should they receive three minors within a term this equates to a 'major' and will result in the loss of Good Standing. A red slip is completed and they are referred to the Principal's office. The parent is notified *If a student receives more than 3 green slips in one week they are also referred to Principal's office and the parent is notified
- Red slips are for major behaviours – If a student receives a red slip they are referred to the Principal's office and the parent is notified
- Green slips are to be put on Integris by class teacher and filed in student file.

The form is titled "Classroom Behaviour Record (Minor Green Slip)". It includes fields for Date, Student, and Teacher. Below these are three checkboxes labeled 1, 2, and 3. The main body of the form is divided into two columns: "Minor Behaviours - CLASSROOM" and "Minor Behaviour - PLAYGROUND". Each column contains a list of behaviours with corresponding checkboxes. At the bottom, there is an "ACTION" section with checkboxes for Reteach, Time out, In Class Exclusion, Parent contact, and Referral to Principal. A footer note states: "Teacher SIS Record Updated (Must be updated by teacher) Assistance Required (Must be updated by Admin) Serious Incident (Must be updated by Admin)".

The form is titled "Classroom Behaviour Record (Major Red Slip)". It includes fields for Date, Student, and Teacher. The main body is divided into two columns: "Major Behaviours - CLASSROOM" and "Major Behaviour - PLAYGROUND". Each column contains a list of behaviours with corresponding checkboxes. At the bottom, there is an "ACTION" section with checkboxes for Inform student of breach, State expected behaviour, Parent contact, Referral to Principal, Teacher SIS Record Updated, Assistance Required, and Serious Incident. A footer note states: "Teacher SIS Record Updated (Must be updated by Admin) Assistance Required (Must be updated by Admin) Serious Incident (Must be updated by Admin)".

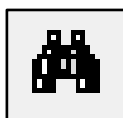
Recording Behaviour on Integris

It is the Classroom Teacher's responsibility to ensure behaviour incidents are recorded on Integris or the slips have been given to the MCS for processing.

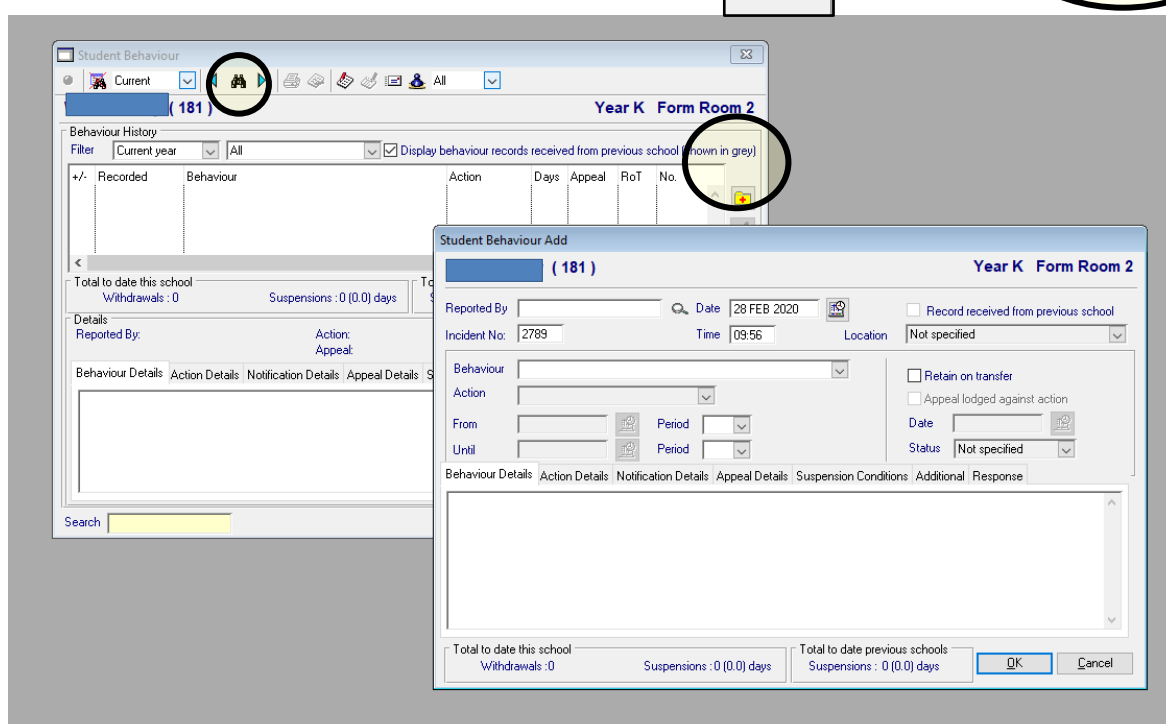
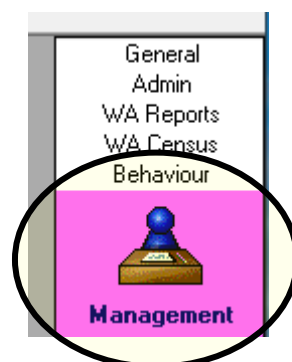
Both green and red behaviour slips must be entered everyday on integris or by the Friday of that week at the latest.

1. Click on 'behaviour' and then 'management'
2. Click on the 'binoculars' to find a new

student



3. Click on the '+' folder to enter a new record



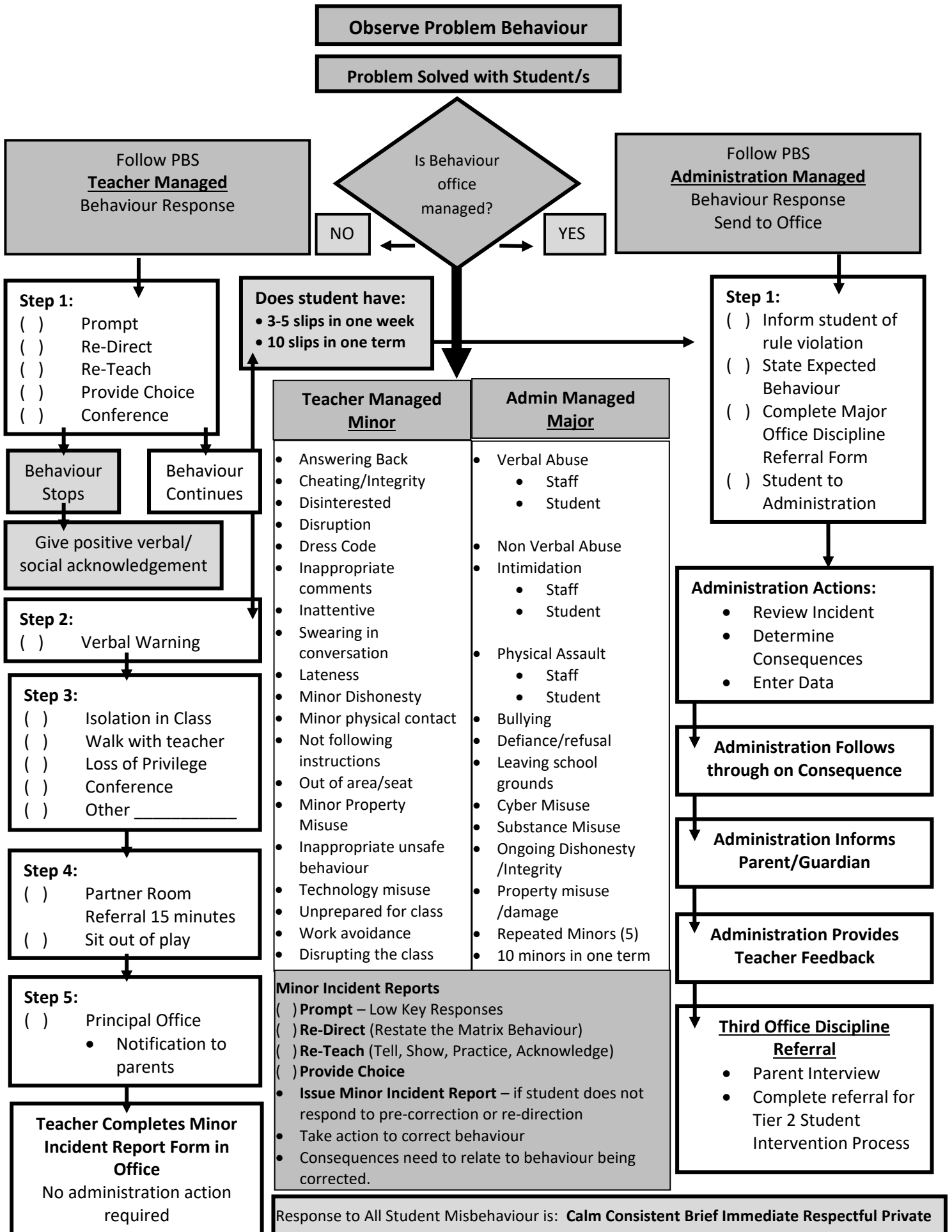
The screenshot shows the 'Student Behaviour' interface. The main window is titled 'Student Behaviour' and shows a 'Behaviour History' table with columns for Recorded, Behaviour, Action, Days, Appeal, RoT, and No. A '+' icon in the 'No.' column is circled. Below the table, there are summary statistics for 'Total to date this school' and 'Total to date previous schools'. A 'Student Behaviour Add' dialog box is open, showing fields for 'Reported By', 'Date' (28 FEB 2020), 'Incident No.' (2789), 'Time' (09:56), and 'Location' (Not specified). The 'Behaviour' field is set to 'Action'. There are checkboxes for 'Record received from previous school', 'Retain on transfer', and 'Appeal lodged against action'. The dialog also has a 'Status' dropdown set to 'Not specified' and 'OK' and 'Cancel' buttons at the bottom.

4. Enter the details for:

- Reported by
- Date
- Behaviour
- Action
- Write in 'behaviour details'
- Press 'ok'

5. Contact parents so they are aware of behaviour

Student Behaviour Management Referral Process



GOOD STANDING POLICY

In accordance with the Department of Education's Student Behaviour Policy, Borden Primary School has a Good Standing Policy as part of the Borden Behaviour Management Policy. At Borden Primary School, the Good Standing Policy supports our values of Be Respectful, Be Resilient, Be Your Best and Be Safe and Caring, by acknowledging and rewarding exemplary student behaviour and students who follow the Borden Primary School Behaviour Expectations. We believe every student should feel safe, nurtured and supported to learn in a welcoming, inclusive, collaborative learning environment.

The processes embedded within good standing requirements are underpinned by the following key principles of restorative practice:

- Positive interpersonal relationships are a major influence on behaviour.
- A culture of care supports all individuals in the school community.
- Cultural receptiveness and responsiveness is key to creating learning communities that foster mutual respect and inclusion.
- A restorative approach leads to individuals taking responsibility for their behaviour.

The Good Standing Policy emphasises the importance of students taking responsibility for the choices they make daily, which impacts academically and socially on themselves and others. The Good Standing policy is a part of and works in conjunction with 'Positive Behaviour Support' and the whole school Behaviour Management Plan and aims to provide regular acknowledgement and recognition for the majority of students who consistently behave and act accordingly to the Borden Values.

'Good Standing' is a status all Borden Primary School students are granted at the start of every five weeks. It is the responsibility of each student to maintain their 'Good Standing'. Students with 'Good Standing' are eligible to participate in Borden Primary School PBS rewards. Students who lose their 'Good Standing' may lose the privilege to participate in PBS rewards and various events throughout the school year. Examples: - social based activities including excursions, camps, interschool sporting events, sports days and graduation events.

Our 'Good Standing' is represented by a Golden Swoop for all students.

Good Standing is reviewed at Borden PS:

- Every 5 weeks

To maintain "Good Standing" students must:

- Follow the Borden Values and Behaviour Expectations
- Follow the Borden Behaviour Management Policy
- **Not** be involved in any major behaviour breaches:
 - Verbal abuse of other students
 - Verbal abuse of staff
 - Threatening other students
 - Threatening staff
 - Intimidating other students
 - Intimidating staff
 - E-breaches (technology misuse)
 - Cyberbullying at school (as stated in Code of Conduct)
 - Fighting (possible suspension)
 - Damage to property
 - Physical abuse of other students (possible suspension)
 - Physical abuse of staff (possible exclusion)

Students will lose “Good Standing”:

- Automatically for fighting; damage to property; physical abuse of other students; physical abuse of staff.
- For one suspension.
- For three withdrawals to the office.

Regaining “Good Standing”:

- Students will regain their Good Standing after completing 10 days of good behaviour.
- Teachers will fill out a daily tracking sheet using a star, sticker or tick to track the ten days of good behaviour.
- Once the child has reached ten days of good behaviour, the sheet is sent with the child to the office and the Principal will reinstate Good Standing.

Parent Contact Regarding Good Standing:

- All parents at Borden PS will be made aware of the Good Standing Policy
- All parents will be informed about Good Standing at “Meet the Teacher”.
- Students who automatically lose their Good Standing will have their parents phoned to discuss their loss, how the student will regain it and what specifically their child will miss out on as a result.
- Students who are ‘at risk’ of losing their Good Standing from withdrawals will have their parents contacted by their classroom teacher to notify of their status.
- Students who are regaining their Good Standing will receive a positive phone call to inform parents of how on track they are to regaining Good Standing.

The Borden PS Good Standing Policy is provided to maintain consistency in our decision-making processes. It is important to note that these are guidelines and if:

1. there are extenuating circumstances that have resulted in the negative behaviours; or
2. there is a significant period of positive behaviour since the previous negative behaviour

then, these factors will be considered and any decision to withdraw or maintain Good Standing will be at the discretion of the Principal.

Strategy for deciding on application of disciplinary measures

Borden Primary has a 1,2,3 approach when dealing with minor problem behaviour.

1. Observe problem behaviour, prompt, re-direct, re-teach
2. Provide choice & verbal warning.
3. If problem behaviour continues time out or buddy class.

If problem behaviour continues complete an office referral and send with student to The Principals Office where parent may be contacted. Classroom Behaviour Record is completed by staff member on Integris and/or actioned by the Principal.

As each situation involving negative behaviour in the classroom and playground is unique, mediation and consequences will differ. The Teaching staff and Principal will work through any issues with students and use discretion, depending on the contextual differences of each case. Strategies and consequences available to Principal once students are referred by Teaching staff to Step 5 include:

- Reflection Sheet
- Further counselling, mediation or warnings

- Restorative Practice
- Parent Interview
- Resolution via apology
- Letter of Concern
- Documented Plan
- Class withdrawal
- Loss of privilege
- Withdrawal of students from school activities
- Suspension
- Escalation Behaviour Profile
- Referrals to external agencies

Restorative Practice

Restorative practice is a strategy that seeks to repair relationships that have been damaged, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim. The rationale behind this approach is that when offenders reflect upon their harm to victims:

- they become remorseful and act restoratively.
- focus on the unacceptable behaviour of offenders rather than their moral character.
- this can lead to healthier interpersonal relations among members of the school community and more effective learning.

Withdrawal of Student from Classes, Breaks or Other School Activities

The Principal may withdraw a student from classes, breaks or other school activities as part of a school's planned behaviour support response. Applied as close as possible to the time of the breach of school discipline, withdrawal is used for the purpose of providing an opportunity to:

- calm in circumstances where the student has become unable to self-regulate; and/or
- reflect on and learn from the incident, including where appropriate engaging in restorative processes; and/or
- evaluate prior behaviour support and negotiate and plan adjustments that may be required; and/or
- continue a learning activity in a less stimulating environment.

Department requirements:

When a student is withdrawn, the Principal will:

- provide oral or written advice to the parent(s) that day or as soon as possible thereafter about the withdrawal. SMS notification is sufficient to satisfy this requirement;
- ensure that location and supervision arrangements account for duty of care at all times;
- ensure that the student is provided the opportunity to complete assignments or assessments to fulfil course requirements; and
- create a record for each student withdrawn showing:
 - reason for the withdrawal;
 - date, time and duration of the withdrawal; and
 - notification of parent.

Additional requirements include:

- Withdrawal must not affect the student's attendance. The principal will continue to provide accommodation, supervision and appropriate educational instruction for students who are withdrawn during school hours. This includes where a student is withdrawn from significant school events that occur during school hours, such as camps, excursions or sports carnivals;

- Withdrawal should have the minimal possible impact on a student’s academic progress; and
- Any alteration of breaks must consider student needs, such as hydration; nutrition, or toileting.

Please Note: Withdrawal is distinct from regular classroom management strategies such as moving a student to a buddy class, a sensory space at the back of the room or the library, or the office of a school administrator. Similarly, teacher decisions in the context of their daily classroom management, such as asking a student to remain behind at the start of a break to briefly discuss their progress or actions, should not be construed as withdrawal.

Withdrawal is distinct from protective isolation. Protective isolation is a restrictive practice involving the isolation of a student from other students for the purpose of managing the student’s emotional or physiological state in circumstances where that state is posing imminent risk of harm to self or others. Department requirements for using protective isolation are covered elsewhere.

Suspension of a Student from Attending School

Only the principal has the authority to suspend a student from attendance at school as part of a school’s behaviour support plan. Suspension of attendance may be for the whole or part of each day during the suspension period. Suspension is used when the breach of school discipline causes significant disruption to the student, other students or staff, and is for the purpose of providing an opportunity:

- for the student, other students and staff to calm and recover; and/or
- for all to reflect on and learn from the incident, including where appropriate participating in restorative processes; and/or
- for the school to evaluate existing behaviour support plans, meet with any internal or external stakeholders, seek advice on how better to support the student, and put in place any adjustments to plans, resources, staff or strategies that may be required; and/or
- for the parent to meet with the school to discuss how to improve coordination between school and home to help the student behave appropriately at school.

Notwithstanding the above, suspension is to be understood as a severe sanction, reserved for use in severe circumstances. An automatic suspension will be applied to any student who:

- attacks or initiates a fight with another student; or
- records publishes/uploads to social media a video of fighting involving students of a government school.

Please Note: All absences from school reduce students’ capacity to maximise opportunities for learning. The Principals should exercise due care in imposing periods of suspension, and should be mindful of the cumulative educational disadvantage risked by multiple absences.

APPENDIX A: CATEGORIES OF SUSPENSION

These categories are provided to facilitate state-wide consistency in systemic reporting about the bases for suspension; they are not a list of behaviours for which suspension is mandated.

Category 1: Physical aggression toward staff

Aggressive physical contact committed intentionally against staff.

Category 2: Abuse, threats, harassment or intimidation of staff

Verbal or non-verbal actions that are abusive, harassing, intimidating or threatening, including stalking, sexual harassment, sexual innuendo and manipulation.

Category 3: Physical aggression toward students

Aggressive physical contact committed intentionally against another student.

Category 4: Abuse, threats, harassment or intimidation of students

Verbal or non-verbal actions that are abusive, harassing, intimidating or threatening, including stalking, sexual harassment, sexual innuendo and manipulation.

Category 5: Damage to or theft of property

Direct or indirect damage to, or theft of, property.

Category 6: Violation of Code of Conduct or school/classroom rules

This covers student misconduct not addressed in any of the other categories that violate the school's Code of Conduct.

Category 7: Possession, use or supply of substances with restricted sale

This category covers use or supply of substances such as cigarettes, alcohol and prescribed medicines, that are not in themselves illegal, but the sale of which may be restricted to persons over 18.

Category 8: Possession, use or supply of illegal substance(s) or objects

The substances referred to in this category are those that are illegal under the Criminal Code. This includes weapons and illegal drugs.

Category 9: Other

Category 0: E-breaches

Breaches under the Students Online policy or Personal Use of Mobile Electronic Devices requirements. Includes breaches of an Acceptable Use Agreement; Appropriate Use of Online Services Agreement; and recording, distributing, or uploading of inappropriate images or messages of students, parents or staff with reasonable nexus to the school.

BEHAVIOUR AND DISABILITY

Some forms of disability may involve symptoms or manifestations over which the student has little control, but which may look like poor discipline. The Principal will take care when considering their response to a breach of school discipline when the apparent breach was committed by a student with disability. Relevant legislation Disability Discrimination Act 1992 [Cwlth] Disability Standards for Education 2005 [Cwlth] Equal Opportunity Act 1984 [WA]

Department requirements

The principal will plan and implement reasonable adjustments to assist students at Borden PS with disability to achieve desired behaviour. Where a student's actions breach school discipline, and these actions are the symptom or manifestation of a disability, the principal will not:

- on the basis of the student's disability, treat the student in a way that is different to other students such that this different treatment causes disadvantage to the student; or
- apply a standard that is intended to apply to all students, when that standard is reasonably likely to cause greater disadvantage to the student due to the student's disability than it would to other students. In determining whether a student's actions are a symptom or manifestation of a

disability, the principal will seek advice from suitably qualified persons. This may include the School Psychologist, Lead School Psychologist and/or the relevant School of Special Educational Needs.

COMMUNICATING WITH PARENTS ON STUDENT BEHAVIOUR

At Borden PS we will communicate with parents on student's behaviours in the following ways:

- Via ClassDojo, newsletter, assemblies, emails and phone calls
- In relation to discipline parents will be contacted in all instances verbally.
- Teachers will inform parents in person or on the phone for students who misbehave and reach Step 3.
- In the instance when students reach Step 5 the Principal will contact parents verbally or hold a meeting in person.
- Students with Behaviour Documented Plans will need to be in contact with parents on a regular basis (at least once every 5 weeks)

Documented Plans

At times, an individual student has difficulty consistently displaying the behaviours accepted by the school community. When these behaviours affect the learning of the individual or other students, the school has a responsibility to put in place additional support strategies. Implementation of a Documented Plan targeting the negative behaviours will be written. Support and assistance can be sought from the Principal for those interventions that may require external agencies or school psychology support.

A Documented Plan is a structured document that clearly outlines the behavioural concerns, the strategies that will be used to address these concerns, responsibilities of all stakeholders, the outcomes to be achieved and review processes. The plan is to be developed collaboratively with teachers, parents, students and other stakeholders to ensure all relevant information is gathered and considered to make the plan effective.

A Documented Plan requires regular review to assess the effectiveness of the strategies implemented and make necessary modifications. The strategies outlined in a Documented Plan must be in accordance with all relevant departmental policies and employ strategies that reflect current best practice.

COORDINATING WITH EXTERNAL AGENCIES

For students who require a Behavioural Documented Plan external agency support can be accessed through Principal and the School Psychologist. The Principal will ensure that parents are regularly informed with the services provided to the school to support with student behaviour and wellbeing.

BULLYING PREVENTION

The management of student behaviour is encompassed in the teaching and learning process. At Borden PS in order to promote pro-social behaviour and positive social interactions amongst staff and students; we use the Friendly Schools Social and Emotional Learning Program. This program provides opportunities for students to learn:

- Resilience;
- Positive Self-esteem;
- Empathy;
- Self-awareness;
- Self-management;

- Social Awareness;
- Relationship Skills,
- Conflict Resolution and
- Social Decision Making.

The program will enable students to engage positively with peers and form positive social friendships.

Common Understandings about Bullying

The issue of bullying is a sensitive one. It is the responsibility of Borden Primary School staff to implement strategies and procedures to promote positive relationships. The focus is not on the child, but on the negative behaviour they display.

Bullying is:

Bullying is defined as **repeated negative actions over time** by individuals or groups towards other individuals or groups. It involves an imbalance of power and can be verbal, psychological, relational, or physical forms of bullying. It can be direct or indirect in nature. Incidents can include:

- Being ignored, left out on purpose, or not allowed to join in;
- Being made afraid of getting hurt;
- Being hit, kicked or pushed around;
- Being made fun of and teased in a mean and hurtful way; or
- Having lies or nasty stories told about them to make other children not like them.

Bullying is not:

A one-off occurrence;

A negative act between two individuals of equal power.

Preventing Bullying

Students must understand their role if bullying occurs. They need to take responsibility for their own actions and play a positive role in decreasing incidents of bullying.

'Dobbing' is when a person tries to get attention or to get someone else into trouble.

'Asking for help' is when someone feels the situation is out of their control and they are unable to deal with it alone. If anyone sees someone else in this situation they should also ask for help.

What should we teach children to do if they are bullied?

Children of all ages at our school are to be taught through the classroom curriculum that when they have a problem they can:

- Try to stand up for themselves in a positive way;
- Try to talk with the person they are having a problem with;
- Walk away and ignore the person completely;
- Get help from a teacher or another person they trust;
- Ignore the situation and keep playing or working;
- Talk to a friend to get some ideas to help them make a decision; or
- Try coming to an agreement with the other person.
- All children are capable of bullying at some time and it is important for stakeholders to respond in a calm and helpful manner.

Who are Bystanders? A bystander is someone who sees bullying or knows that it is happening to someone else.

Bullying involves more than the students who are bullied and those who bully others. Most children report having witnessed bullying occurring. Bullying often continues because people who are involved do not talk about it and seek help. This includes people who observe bullying – the bystanders.

Children who are alone are more likely to be the target of bullying, so encourage children to be aware of others who are left out or on their own in the playground and encourage the inclusion of those who are left out or alone.

What can Bystanders do?

- If children see another child being bullied they should:
- Ask a teacher or support person for help;
- Let the person doing the bullying know that what they are doing is bullying;
- Refuse to join in with the bullying and walk away;
- Support the student who is being bullied; and
- Support their friends and protect them from bullying.

How we can help children to not bully others?

- By teaching Resiliency & Relationship Education;
- Talk to students about what is acceptable behaviour and what is not, e.g. “we should not tease people to make them feel bad”;
- Work together to establish simple values and expectations about how to treat each other;
- Encourage and provide opportunities for children to openly discuss bullying issues;
- Discuss friendship and help children make friends by encouraging them to play with other children at school, at home or in the neighbourhood; and
- Improve children’s self-esteem by encouraging them to have a go at new activities and think about their abilities in a realistic way.

AGGRESSION

Aggression towards students and staff will not be tolerated at Borden PS. Students who display aggressive behaviours will be closely monitored by staff and the Principal. Where possible, behaviour frequency data will be collected to identify triggers for aggressive behaviour to allow for development of a Behavioural Documented Plan. Where a student displays aggressive behaviour that is a risk to themselves or others, staff will use approved Team Teach techniques: guides, controls and holds. If Team Teach techniques are used multiple staff members will be present to ensure student safety and correct application.

DRUG AND ALCOHOL MISUSE AND EDUCATION

The possession or use of illegal substances by students at school is not acceptable under any circumstances. Being intoxicated does not excuse a breach of school discipline by a student. However, a breach of school discipline committed by an intoxicated student must be dealt with only after the safety and wellbeing of the student has been secured. Student intoxication on school sites or at school off-site activities is unacceptable. Staff will respond swiftly and consistently wherever a student is reasonably suspected of being intoxicated. These requirements relate to school disciplinary considerations only, and are not a complete guide for dealing with drugs or alcohol use by students. Drug and alcohol use by students will be responded to through health and education frameworks and the school behaviour plan. In circumstances 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.*** A follow up priority is support and education for the student.

It is the responsibility of the principal to report relevant matters to the police.

Through the SDERA Challenges and Choices Education program, Borden PS students are provided with opportunities to be drug and alcohol aware. If students are thought to be using or caught with drugs or alcohol at school or during school based activities, the Department of Education Child Protection Policy will be adhered to.

The following school based steps will be followed:

- Notification to principal
- Notification to police
- Monitor students' alertness, awareness and vital signs in the event an ambulance needs to be called
- Notification to parents
- Plans to be put in place to support the student
- Further education specific to context

PRESENCE OF 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.

The following process will be used for dealing with weapons on the school site:

- If it is safe to do so attempt to negotiate the removal of the weapon from the child
- If unable to remove weapon, to protect students and staff, classes will go into Lockdown;
- If student who has the weapon is a risk to staff or students the Police will be contacted;
- Incidents involving weapons must be dealt with as a serious breach of school discipline and students suspended immediately under *Regulation 44(2) of the School Education Regulations 2000*.
- Department of Education Child Protection Policy to be followed if necessary for reporting.
- Education provided to student regarding the risks of weapon usage
- Support of students, parents and school personnel following weapon-related incidents, through School Chaplain, School Psychologist and teaching staff.

A weapon is 'anything serving as an instrument for making or repelling an attack'

- Prohibited weapons are any item that has no purpose other than as a weapon, such as spray weapons, flick knives or switch blades.
- Controlled weapons include those used in the practice of a martial art, act, sport, or similar discipline, such as firearms, swords, machete or spear guns.
- Firearm includes any lethal firearm and any other weapon of any description from which any shot, bullet or other missile can be discharged or propelled, such as handguns and paintball guns.

RISK OF SUICIDAL BEHAVIOUR/SELF-HARM

In accordance with the Department of Education Behaviour and Well-being site, Borden PS will actively monitor known students with mental health issues who may be at risk of self-harm or potential suicidal behaviour and non-suicidal self-injury.

What do I do when a student presents with NSSI or suicidal behaviour?

- Immediately contact the school psychologist (and/or Lead School Psychologist) and other members of the school student support team. Contact the Consulting School Psychologist – Suicide Prevention on 9264 5645 for expert advice if needed.

- Understand and action the school response plan to NSSI and suicidal behaviour to enable appropriate risk assessment, planning and support.
- Be alert to, record and respond to changes in the student's behaviour.
- Consult the School Response and Planning Guidelines for Students with Suicidal Behaviour and Non-Suicidal Self-Injury¹ for reference and guidance.
- Refer to existing Department and school-based policies (such as Duty of Care for Students², Child Protection³ and Emergency and Critical Incident Management⁴).
- Submit an Online Incident Notification⁵ if the situation warrants this action.

MOBILE PHONES AND ELECTRONIC DEVICES

Mobile phones are increasingly prevalent in schools and many students carry them during the day. While parents provide mobile phones to their children for safety and other reasons, it is necessary that staff and students are not disrupted by mobile phones in classrooms. Students are required to switch their phones off before handing it to the teacher who will store them in a safe and secure place for the day. The phone will be returned to the students at the end of the day.

STRATEGY OF RECORD KEEPING

Documentation relating to student behaviour will be kept in the following formats:

- INTEGRIS
- Student Behaviour Forms (hard copy in main student file)
- Student Behaviour Forms (electronic copy in student file)
- Behavioural Documented Plan (in RTP SEN and Shared Drive SAER folder)
- Contact with parents regarding behaviour documented on Parent Contact form (copy in student file)

POLICY REVIEW PROCEDURES

The Positive Behaviour Support Team will reflect upon the implementation of our BMP on an annual basis, with a formal review to take place as required. Any staff, student, parent or community member may make a recommendation for review at any time. All recommendations will be considered and if accepted will be referred to School Council for endorsement.

1. As part of the induction process, new staff will engage in professional learning of the school's behaviour management policy.
2. Regular behaviour management discussions will occur at Positive Behaviour Support Team Meetings
3. Students & parents will receive regular and appropriate information on our Behaviour Management Plan.