

STUDENT BEHAVIOUR EDUCATION AND DEVELOPMENT POLICY



Vision

Creating, safe, orderly, inclusive, supportive and culturally responsive environments that enable students to fulfil their learning potential is a responsibility shared by all members of the public schooling system and each school community. Positive student behaviour is essential to promote engagement in learning and to maximise the impact of classroom teaching.

ARDROSS PRIMARY SCHOOL 46 Links Rd, Ardross 6163

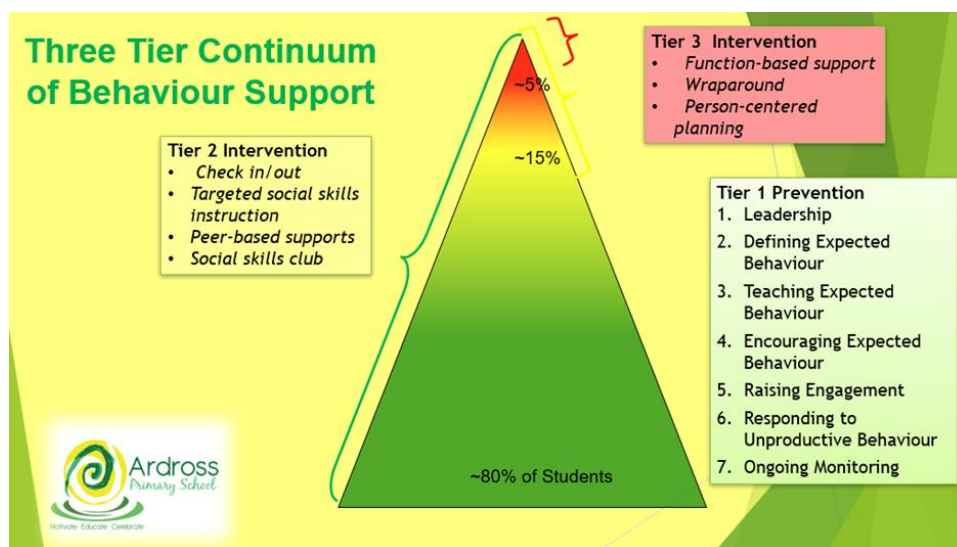
WA Department of Education 2023

Rationale

Fostering positive relationships with parents and students through regular communication creates connection and belonging for children and young people and builds a school community of positive culture.

Effective student behaviour management is high quality, positive relationships between teachers, students and parents characterised by trust, mutual respect and tolerance.

Ardross Primary School staff work together to ensure students feel safe so that learning opportunities are maximised, students take responsibility for their actions and parents support the school's vision, values and student behaviour education and development guidelines.



We aim to build a culture of positive behaviour that values students' strengths, abilities and diversity.

Adapted from the 2023 Department of Education Behaviour Management Policy and Guidelines, we will develop, implement and monitor a whole school approach to behaviour that:

- Identifies and communicates the rights and responsibilities of all staff and students to engage in building positive behaviour through our APS PBS matrix
- Incorporates restorative approaches to maintain good standing
- Utilises multi-tiered systems of support that are responsive to student needs in our Behaviour Flow Chart. A multi-tiered system of support holistically considers student needs and provides tiered and interconnected interventions, so students receive the appropriate level of support. This includes intensive support that is individualised and provided alongside effective case management for students with complex behaviour support needs.
- Builds staff capability through training and support to teach and sustain positive behaviour
- Uses available behaviour supports for students with complex needs-tier 2/3 WAPBS

Positive Behaviour Support

Mission statement: Ardross primary School is a PBS school. We define and foster positive behaviour while achieving high educational outcomes. This will further develop a school culture which is positive and consistent, based on high expectation relationships and a common language.

Tier 1	Students are taught by explicitly using APS PBS matrix Behaviour infractions are managed with classroom teachers, EAs and admin using the behaviour flow chart
Tier 2	<ul style="list-style-type: none"> • Low risk – managed by teacher • Moderate risk – managed by teacher with support from admin • High risk- managed by admin - Loss of good standing – will refer students to tier 3 behaviour management processes
Tier 3	<p><u>Individual behaviour management plans – risk assessment plans</u></p> <p>An individual behaviour management plan is to be established in consultation with deputy when a student requires additional behaviour support when a student requires additional support to modify his/her behaviour when the use of the general hierarchy is proving ineffective</p>

Good Standing Guidelines

The purpose of Good Standing is to provide every student with the highest quality educational experience to reach their academic potential and contribute to society.

Good Standing encompasses the *PBS Matrix* and *Behaviour Flowchart*. It describes the behaviours required of students to maintain the school's good order and proper management. Students are expected to learn the behaviours and display the desired standards at both the classroom and whole-of-school level.

All students commence with *good standing* and retain this as they continue to meet the standards required. A student with *good standing* is eligible to participate in all school activities including extra-curricular activities and social events.

Expectations and Monitoring of Good Standing

Behaviour is taught and managed at Ardross Primary School using the PBS Matrix with the goal of teaching behaviour positively and explicitly in each learning area.

PBS is implemented throughout the whole school. Staff are responsible for monitoring behaviour and recording levels of low, moderate, and high-risk behaviours into the school database, currently Integris.

Loss of Good Standing

A student who consistently fails to meet school behaviour expectations will lose *good standing* for a specified period of time during which they will not be eligible to participate in activities outside of the educational program such as the dinner dance, reward activities, school representation at competitions and carnivals and other non-compulsory subject-based events. A student will be monitored using a *Good Standing Monitor Card* as a part of a *Re-entry Plan* or *Individual Behaviour Plan*. The re-entry plan and goals will be negotiated with an executive team member, relevant staff, and the student. *Loss of Good Standing* will be communicated to the student and parent/carer by the executive team and includes:

- The reason for loss of Good Standing
- What loss of Good Standing means for the student
- The Re-entry Plan or Individual Behaviour Plan to improve the student's behaviour

Re-instating Good Standing

Student's good standing will be restored based on their re-entry plan or IBP. Restorative practices can include:

- Rebuilding and repairing relationships
- Supporting the student to reflect on their actions and to consider the perspectives of others
- Identifying any unmet needs and providing behaviour support to reduce a recurrence of the behaviours of concern
- Providing a clear and achievable pathway for a student to maintain good standing

Restorative Approaches

Restorative approaches are a way of thinking and interacting that puts relationships at the centre of all actions and decisions. Restorative approaches are empathetic, responsive to need, view conflict as opportunities to learn and grow, and build accountability for actions and processes to repair harm.

The Student Behaviour in public schools policy and procedures outline the requirements of schools in providing every student with the educational support the student needs to learn and maintain positive behaviour and good standing at school.

Mandated requirements are to be implemented within a framework of restorative practice, the key principals of which are:

- Positive interpersonal relationships are a major influence on behaviour
- A culture of care supports all individuals in the school community
- 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

Method of shared concern

Aim - To change the behaviour of students involved in bullying incidents and improve the situation for the student being bullied. This method helps students to develop empathy and concern for others and gives them strategies that will help them to get along better with others in the school and at home.

Supporting documents

- Diversity
- Student Behaviour in Public Schools Policy and procedures (DoE)
- PBS flow chart
- PBS Matrix
- Exclusion document (DoE)

Glossary

Administration

Principal, Deputy Principal or delegated member of staff

Behaviour

The way in which a student acts in response to a particular situation or stimulus at school and/or in the community

Bullying

A repeated, unjustified behaviour, that may be physical, verbal, cyber and/or psychological in nature that is intended to cause fear, distress or harm to others. Bullying is conducted by a more powerful individual or group against a less powerful individual who is unable to actively resist.

Cultural responsiveness

The ability to understand, interact and communicate effectively and sensitively with people from a cultural background that is different from one's own. It is characterised by respect for culture, on-going self-reflection, expansion of knowledge and commitment to improving practices and relationships, and is responsive to the diverse needs, backgrounds, experiences and knowledge of all students. In Western Australian context, this is first and foremost for Aboriginal students.

Cyber bullying

Bullying that is carried out through the internet service, such as email, chat room, discussion group or instant messaging. It can also include bullying through mobile phone technologies such as SMS and other networking sites.

EALD

English as an additional language or dialect.

Good standing(copy from DOE policy)

Guardian

A person with the legal day to day responsibility for a student

Harassment

Considered to be any unwelcome or unwanted behaviour or conduct which may be anticipated to offend, humiliate or intimidate another person. It often involves ridiculing the characteristics of another person's identity, such as their race, creed, ethnicity, physical features, gender or sexual orientation parenting status or economic status, in order to achieve power over them.

Individual behaviour management plan

A negotiated plan between the parent/guardian, student and school to provide strategies addressing behaviour modification

Isolation

An area set aside in the classroom or the Administration area where a child can reflect on their behaviour or continue to work without being easily able to interact with their peers while still being under teacher supervision

Multi-tiered system of support

A multi-tiered system of support holistically considers student needs and provides tiered and interconnected interventions, so students receive the appropriate level of support. This includes support that is individualised and provided alongside effective case management for students with complex behaviour support needs.

Parent

In relation to a child, means a person who at law has responsibility for the long term care, welfare and development of the child: or the day to day, welfare and development of the child.

Positive behaviour

A student's competence and capacity in their context of the school community's expectations and values to:

- Establish and build positive connections with adults and peers
- Develop empathy for others and understand relationships
- Recognise and regulate their own emotions
- Make responsible decisions
- Work effectively with others
- Cope with challenging situations constructively

Restorative approaches

Restorative approaches are a way of thinking and interacting that puts relationships at the centre of all actions and decisions. Restorative approaches are empathic, responsive to need, view conflict as opportunities to learn and grow, and build accountability for actions and processes to repair harm.

SAER

Student at educational risk

School community

Local people, groups and organisations in and around schools in remote, regional and metropolitan areas. This includes, but not limited to, students, families, principals, teachers and other school staff, community leaders, local government agencies and not-for-profit organisations.

Special needs

An intellectual disability of some nature, including autism, cerebral palsy

Staff

A person who is currently employed by the Department of Education under the School Education Act 1999 or the Public Sector Management Act 1994.

Student engagement

Student engagement is multi-dimensional and combines observable indicators such as achievement, behaviour and attendance with internal emotional and cognitive states (feelings and thoughts) Student engagement is viewed and responded to in a holistic way.

Think sheet

A written work sheet outlining the student's response to an incident

Time Out

A term used by authorities describe isolation

Whole school approach

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A whole school approach involves addressing the needs of students, staff and other members of the school community through the collective and collaborative approach to improving student learning, behaviour and wellbeing, and the conditions that support these