POSITIVE BEHAVIOUR SUPPORT

MANAGING STUDENT BEHAVIOUR POLICY

Cowaramup
PRIMARY SCHOOL

Behaviour Management Policy

The policy and procedures governing maintenance of a positive environment and responses to unproductive behaviours.

Cowaramup Primary School's Behaviour Management Plan is designed in accordance with the Procedures described the Department of Education's Behaviour Management in Schools Document:

GOALS OF OUR BEHAVIOUR MANAGEMENT POLICY

Our purpose is to implement Positive Behaviour Support.

- *To build calm, consistent, positive learning environments.*
- *To enhance the School Community behaviours through a shared vision of respect and concern for others.*
- *To promote social skills for life, reflecting our community values of social, civic and environmental responsibility.*
- *To enable success in academic achievements.*
- *To manage and change student behaviour through using positive approaches to reinforce and foster appropriate behaviour.*
- *To apply consistent consequences using an approach that fosters learning to make appropriate choices.*

CODE OF CONDUCT

All members of the CPS School Community are committed to demonstrating conduct in accordance with the three agreed whole school rules. These were developed by the whole School Community in 2013 and are revisited each year.

Our 3 School Rules

Be respectful
Be resilient
Be your best

These rules are reinforced by the school's Behaviour Codes (See Staff Appendix 1). Positive Behaviour Point rewards, Point prize raffles and classroom stores allow points to be traded for rewards.

Responsibilities of all Students

All teachers at CPS have the right to teach. All students have the right to learn, in a calm, safe, supportive and positive learning environment that is free of violence, coercion, discrimination and disruption.

Students recognise that everyone has the right to feel valued and safe, and, understand their rights and obligations to behave responsibly.

Roles and Responsibilities of Teachers and Administrators

Teachers and administrators are responsible for implementing and following the procedures of the Behaviour Management Policy. They assist students to accept responsibility for their own actions and assist students to understand that unproductive behaviours have consequences.

Teachers ensure that students are aware of the whole school Behaviour Codes and Behaviour Management procedures.

Class teachers are responsible for implementing Classroom routines and procedures that reflect the Behaviour Management Policy.

Behaviour Code ownership is reinforced through fortnightly lessons. The behaviour focus each fortnight is reinforced with a movie at the Assembly. Students participate in making these movies.

Teachers and administrators provide a positive, caring and consistent role model, and follow set procedures consistently.

Consequences

All teachers and administrators follow consistent procedures for dealing with unproductive behaviour. This procedure is designed to assist teachers to create an effective and safe learning environment.

The role of the teacher is to implement the procedure, and the role of administration is to provide support and follow up with parents where necessary.

Attendance at school incursions, excursions, camps and special events is at the discretion of the Administration Team.

The primary responsibility for in-class behaviour rests with the class teacher, who may call upon administrators for support.

Teachers refer to the Student Behaviour Management Referral Process flow chart (See Staff Appendix 2) when encountering repeated unproductive behaviours from individuals.

TEACHER MANAGED REFERRAL

If the Teacher has followed all of the steps outlined above and a Teacher referral (See Staff Appendix 3) is required, for repeated unproductive behaviours, they use the PBIS Rewards digital format.

If a child gets three Teacher Referrals in a week or 10 in a term their parents are contacted by Administration. Repeated referrals may result in a Check In Check Out (See Staff Appendix 4). These are specific to the child's behaviour.

If the Flow chart leads to an Administration Managed Major Behaviour Referral (See Staff Appendix 5) parents are contacted. A plan for future management of that student is put in place.

GOOD STANDING

A student who starts a fight, makes physical contact with the intention to harm another student or videos a fight, will lose good standing and will not be permitted to participate in school non-curricula activities. Students can earn back "Good Standing" by making amends and behaving well.

OUR RESPONSE TO BULLYING BEHAVIOURS

We use the "Stop, Walk, Talk" strategy across the school. Data is collected to respond to repeat perpetrators, victims and bystanders. They are taught replacement behaviours and monitored closely (See Staff Appendix 6)

An Overview of PBS at Cowaramup Primary

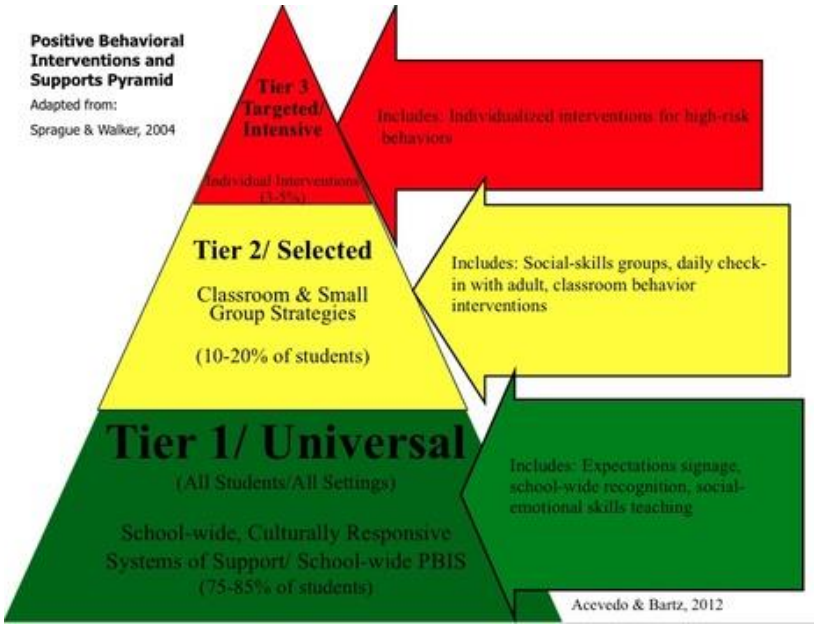
Positive Behaviour Support is Educative

Positive Behaviour Support is not a curriculum, intervention or practice. It is a decision making framework that guides selection, integration, and implementation of the best evidence based academic and behavioural practises for improving academic and behaviour outcomes for all students. It is a prevention model, based on the premise that all students can benefit from well-implemented, evidence-based practices for improving student behaviour.

Positive Behaviour Support (PBS) views inappropriate behaviour in the same manner that problems in reading or maths are viewed…as a skill deficit. When a skill deficit exists, we must teach the appropriate skill and we reteach it until mastery is achieved. By doing so, a unified and positive school climate forms and appropriate behaviour is a priority. The purpose of PBS is to establish a climate in which appropriate behaviour is the norm.

How does PBS provide support for all students?

PBS methods are evidence-based, proven to significantly reduce the occurrence of problem behaviours in schools and is supported by a three-tiered model. The following image illustrates the continuum of support for PBS and its academic counterpart. The three tiered model organises practices and systems along a continuum of increasing intensity and/or complexity. Although the continuum is dynamic and blended the three tiers are generally described as follows:



Tier 3: ***1-10% of students***	*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: ***10-30% of students***	*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: ***70-90% of students***	*Practices and systems for all students and staff implemented across all school settings.*

SOME OF THE OUTCOMES OF PBS

Students know what is expected of them and choose to do so because they:

- *Know what to do*
- *Have the skills to do it*
- *See the natural benefits for acting responsibly*

Adults and students have more time to:

- *Focus on relationships*
- *Focus on classroom instruction*

There is an instructional approach to discipline:

- *Instances of problem behaviour are opportunities to learn and practice pro-social behaviour*

PBS LESSONS

PBS lessons are used to teach students the behaviours outlined in our Behaviour Codes. The lessons start with a movie made by the students of the expected behaviours. This shown at the assembly, so the whole school community is presented with the expected behaviour at the same time.

The movie covers;

- *An explanation of the desired behaviour;*
- *A rationale for why the behaviour is important;*
- *A demonstration of what the behaviour looks like;*

Back in the classroom we have;

- *Opportunities for the students to practice the desired behaviour;*
- *Explicit praise from the teacher when the desired behaviour is demonstrated or corrective feedback if necessary.*
- *Points are allocated to individuals on the PBIS Rewards app for appropriate behaviour.*

POSITIVE BEHAVIOUR MANAGEMENT

By recording positive behaviours and achievements, CPS establishes a balanced profile of each student and effectively shifts the emphasis from negative behaviours. This balanced record illustrates to the School Community that the school values, promotes and encourages the positive behaviours and achievements made by each student at our school. Positive behaviours and achievements that are regularly recorded include:

MERIT CERTIFICATES

Merit Certificates are awarded fortnightly by all teachers, presented by the Principal at the Student Assembly and are recorded by classroom teachers.

ANNUAL AWARDS

Each year students are nominated, by their class teachers and the subject specialists, for Presentation of awards: Citizenship, Academic and Encouragement awards.

POINTS

All teachers and administrators are committed to encouraging and rewarding acceptable behaviour. To support and complement individual Classroom Management Plans, and to encourage positive behaviour across the school, the school has a system of awarding Points in recognition of good behaviour.

Points are issued for demonstration of the three agreed whole-school rules. The points are digital and we can easily track each child.

These points are spent on raffle tickets or in class stores. They accumulate for celebrations across year groups (eg: pyjama party, movie, rotation of fun activities, extra playtime etc)

POINT REWARDS

Each fortnight at the Student Assembly, student names from the raffles are drawn randomly for the presentation of a prize, to play in the K/P yard with a friend, free dress, to have 'Pikelets with the Principal' with a friend or to win Cheesy on Friday.

Our PBS Processes

MONITORING

Teachers purposefully monitor students throughout the day as skills are being practised. This sets the stage for success. The three stages are;

1. *Pre-Correct- When a teacher can anticipate students may have difficulty, a pre-correct is given to them about the expected behavior.*
2. *Active Supervision-through moving, scanning and interacting frequently.*
3. *Providing feedback-to help maintain social behaviours teachers recognise student effort.*

ENCOURAGE EXPECTED BEHAVIOURS

By providing encouragement, focused on improvements and efforts, the students are made aware of the impact of their behaviour choices. The feedback is consistent and not personal, it assists with growth mindset thinking.4:1 positives to negatives.

LOW KEY RESPONSES

Teachers responses are always calm, consistent, brief, immediate, respectful (private) and specific.

Teachers use the classroom management strategies of winning over, cohesiveness, inclusiveness and safe environment, even while responding to a student's unproductive behaviour.

They prompt students using both verbal and visual cues.

They keep the emotional content of interactions low, using non or minimal verbal, low-key responses that do not interrupt the learning flow of the classroom and that do not invite escalation from the student.

The duration of the response equals, or is less than, the disruption.

Teachers redirect students with a brief, clear and private reminder of the expected behaviour.

Logical and Implied Choice

Students who continue unproductive behaviours after redirection on the part of the teacher, are choosing to escalate. The teacher responds to student escalation by giving the student an either/or choice, which is related in a logical way to the behaviour. The choice is given in a positive or neutral tone, with politeness, and the required response allows the student to save face.

For example, "Elizabeth, you can either work quietly with your group or work at the back of the room by yourself, what is your choice?", "Helen, you can put your toy in your bag or put it on my desk until lunch time, what is your decision?", "Belinda, either stop swinging on your chair or bring your work to the mat area to work on the floor, choice please?"

Implied choice refers to the teacher following through on the alternative choice offered to the student/s if they continue with the behaviour.

The choice is related to the behaviour (See Staff Appendix 6).

Reteach (Tell, Show, Practise)

If a student continues with unproductive behaviour, they are reminded that if they cannot follow our Behaviour Codes they will need an individual lesson with the teacher at recess or lunchtime, to relearn andpractice acceptable behaviours. This is in the format of a 'Tell, Show, Practise' lesson.

This may also require a Behaviour Rethink sheet (See Staff Appendix 7) to be completed with the teacher, written out by the teacher. These are kept in the Behaviour folders, for collection by the Administration team at the end of the term.

Informal student Conference

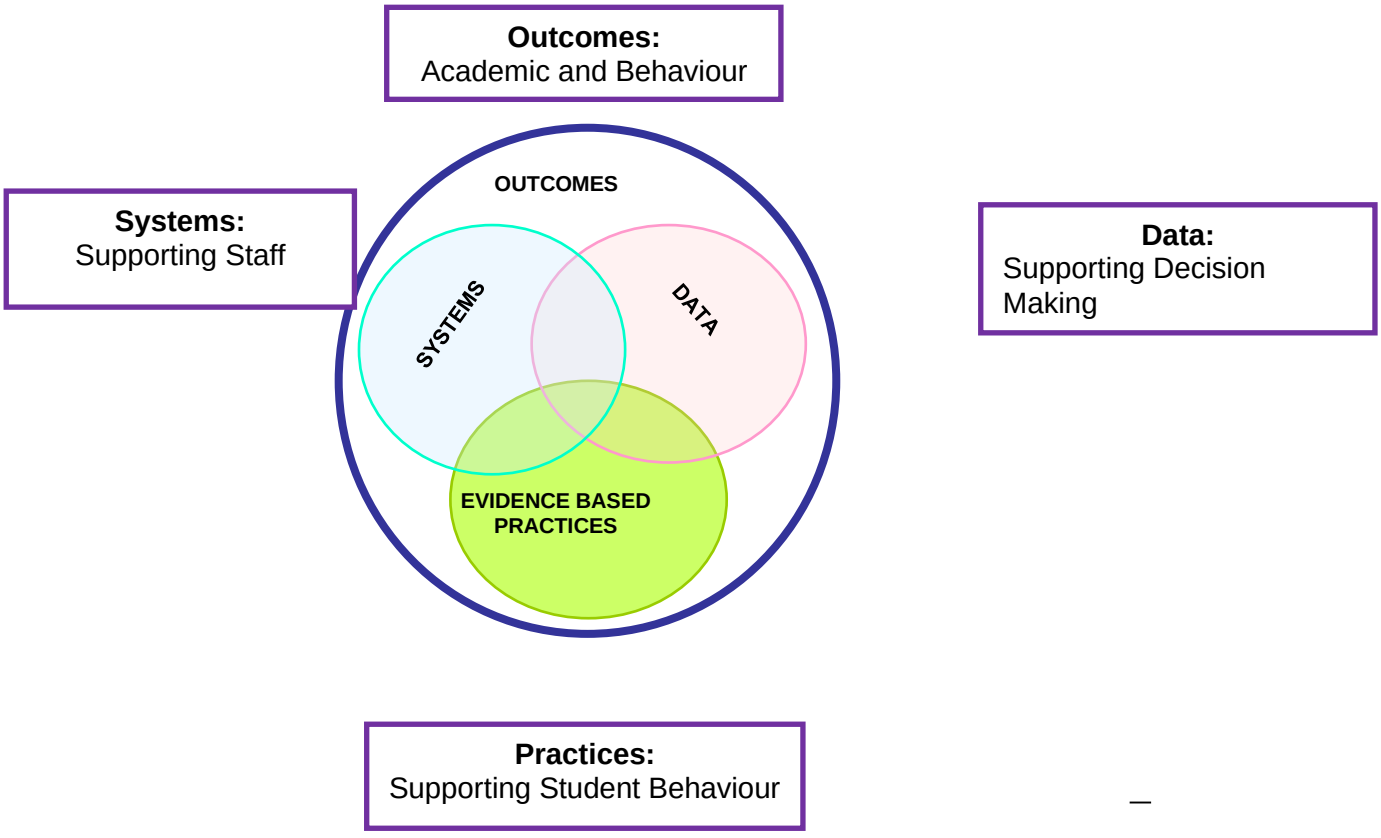
In order to ensure a relationship is established and the student has had input into the consequences of their actions, an Informal Student Conference (See Staff Appendix 8) is created in consultation with the student. This will then be referred back to in further discussions with the student if unproductive behaviours continue. The teachers will follow the agreed upon consequences and plans for action for the future as agreed upon in the Informal Student Conference. These are stored in the Behaviour Files for collection at the end of term.

NOMINATION FOR ASSISTANCE

Teachers use this (see Staff Appendix 9) form for support from the PBS Advanced Tiers Team, with students who are repeatedly displaying unproductive behaviours.
Teachers can use their yellow and red cards to request assistance from Admin, via a runner.

PLAYGROUND BEHAVIOUR

Students demonstrating inappropriate behaviour in the playground walk around with the Duty teacher discussing acceptable behaviour (a re-teaching process). They watch students playing successfully and decode those behaviours with the Duty Teacher.



IN SUMMARY;

Teachers are committed to rewarding socially acceptable behaviours; points, individual rewards through Class Stores, whole class rewards, two year group rewards and whole school rewards.

Teachers have a wide and varied toolbox of strategies that they implement;

- *winning over*
- *pre-corrects*
- *prompts*
- *redirect*
- *feedback*
- *4:1*
- *low key responses*
- *Tell, Show, Practise*
- *Reteach*
- *Providing Choice*
- *Logical Consequences*
- *Student Conferences*

If unproductive behaviours persist teachers request assistance (Nomination for Assistance form) from the Advanced Tiers Team for a Function of Behaviour Problem Solving (FBPS) session.

Repeated patterns of unproductive behaviour are initially documented by the teacher for their own information. Once a pattern is established a Minor Teacher Managed digital referral is completed.

Three Minor Teacher Managed Referrals in a week, or ten in a term becomes a Major Administration Team managed Referral. This may result in a Check In/Check Out process or a tracker. It will also mean the data from choices offered, the student conference and the FBPS will be examined more closely. The parents will be involved.

1. *Behaviour Codes*

Behaviour Codes 2023

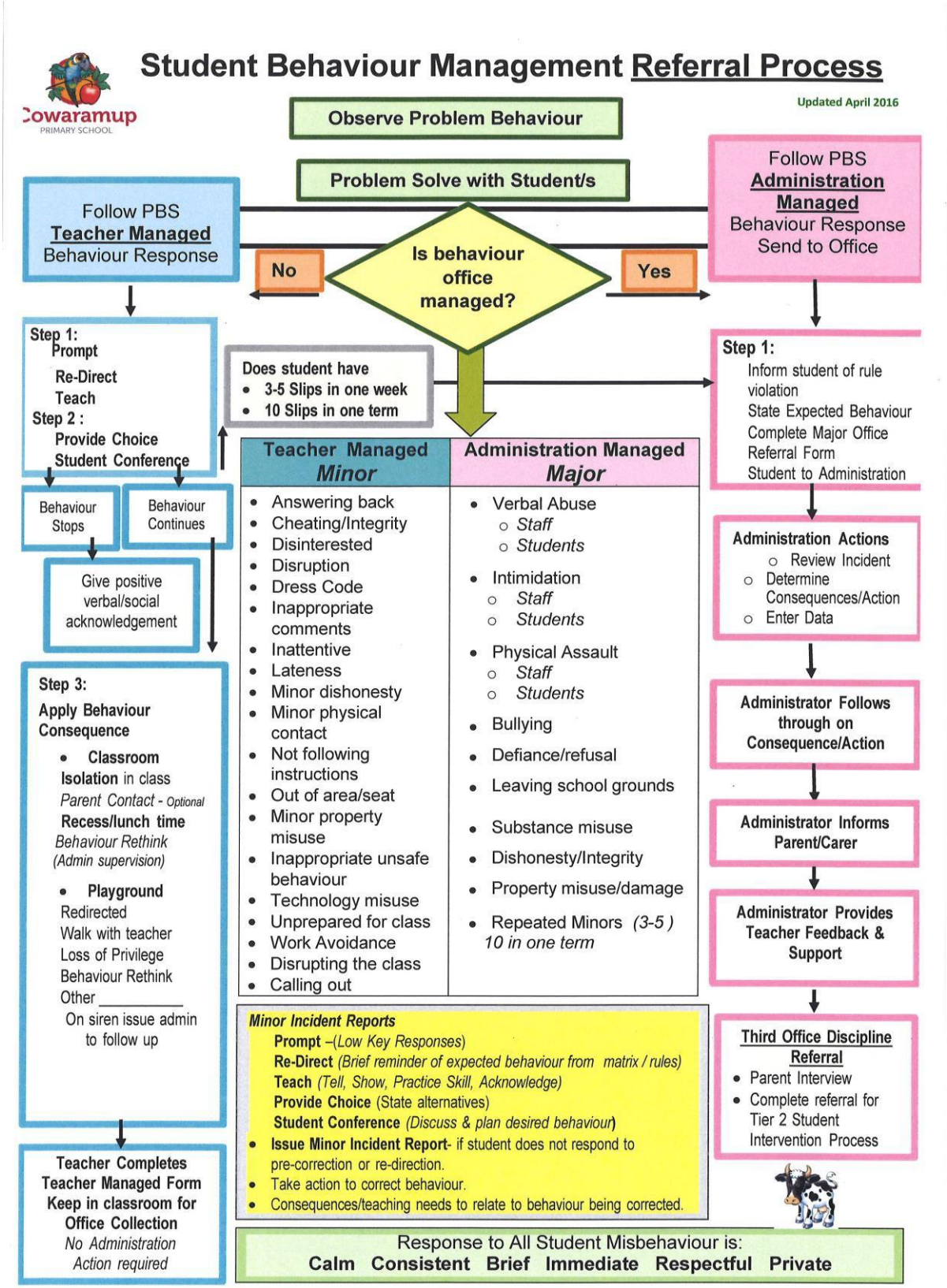
	Be Respectful	Be Resilient	Be Your Best
WHOLE SCHOOL	• Use good manners. • Use kind words and gentle hands. • Accept the order you arrive in when lining up. • Wait patiently to speak. • Share school equipment.	• Ask for help. • Include others and be tolerant. • "Be a duck", use positive thinking and talking. • Resolve disagreements peacefully. • Use 'Stop, Walk, Talk'.	• Walk on verandahs and on garden paths. • Keep dry. • Be honest. • Wear school uniform, hat (T1 & T4) and active footwear. • Stop, look and listen if you hear a whistle.
CLASSROOM	• Be on task, let others work. • Use whole body listening.	• Use soft voices. • Take turns, work as a team.	• Leave your area tidy and put equipment away.
OUTSIDE	• Care for people who are injured, get the teacher on duty.	• Use playground and outdoor equipment safely.	• Play in your designated area.

COWARAMUP PRIMARY SCHOOL

2023

2.—

Student Behaviour Management Referral Process Flow Chart



3. Bullying Policy

As a Positive Behaviour Support school we formally invest in the following protective activities to prevent the development and occurrence of violent behaviour,

From the Cowaramup Primary PBS perspective, successful prevention of bullying behaviour is linked directly to teaching adults and students;

- *what bullying looks like,*
- *what to do before and when bullying behaviour is observed,*
- *how to teach others what to do, and*
- *how to establish a positive and preventive environment that reduces the effectiveness of bullying behaviour.*

The "Stop, Walk and Talk Strategy" from the publication "Bully Prevention in Positive Behaviour Support" by Scott Ross PhD, Ross Horner PhD & Brianna Stiller Phd (Education and Community Supports pbisworld.org) is taught across the school in 6 sections. The PBS team monitors implementation across the school through data collection. The PBS/Admin team responds to the data.

At Tier I, all students and staff are taught directly and formally about how to behave in safe, respectful, and responsible ways across all school settings, using our Behaviour Codes and three rules. The emphasis is on teaching and encouraging positive social skills and character traits. When implemented with fidelity, most students will benefit and be successful.

At Tier II, students whose behaviours do not respond to Tier I supports are provided additional preventive strategies that involve Teacher Initiated Problem Solving meetings resulting in (a) more targeted social skills instruction (Social stories, monitored break times, pre-corrects, reminds, apps, social skills small group instruction) (b) increased adult monitoring and positive attention (CICO, behaviour tracker), (c) specific and regular daily feedback on their behavioural progress (Check in/out with teacher/Admin), and (d) additional academic supports, if necessary.

At Tier III, students whose behaviours do not respond to Tier I and II supports are provided intensive preventive strategies that involve (a) highly individualized academic and/or behaviour intervention planning; (b) more comprehensive, person-centred and function-based wraparound processes; and (c) school-family-community mental health supports (school Psych, outside agency referrals)

3 PBS Steps to Address Bullying Behaviour at Cowaramup Primary School

***Step 1**. If bullying behaviour is identified as a concern, members of a PBS school leadership team would start by examining the discipline data to determine;*

How often specific bullying behaviours (e.g., verbal/physical aggression, intimidation, teasing) were occurring.

Where those behaviours were being reported (e.g: verandahs, oval, playgrounds, undercover area).

How many and which students are involved in displays of bullying behaviour (including students who are targets and/or observers of bullying behaviour).

Which staff members have been involved in bullying behaviour incidents.

When during the day (time/period) and week are bullying behaviours being reported.

***Step 2**. A PBS school leadership team would examine the extent to which Tier I practices and systems are being implemented accurately, fluently, and school-wide. The focus is on the extent to which staff members have*

Taught, provided practice for, and acknowledged the behaviours that represent our three positive school-wide behavioural rules (Be Respectful, Be Resilient, Be Your Best).

Actively and positively supervised all students across all school settings, rewarding the "Stop, Walk, Talk strategy".

Had high rates of positive interactions and contact with all students.

Arranged their instruction so all students are actively academically engaged, successful, and challenged.

***Step 3.** To address bullying behaviours at Tier I, all students and staff are taught the "Stop, Walk, Talk"*

strategy for preventing and responding to bullying behaviour:

How to avoid situations where bullying behaviour is likely.

How to intervene and respond early and quickly to interrupt bullying behaviour, remove the social rewards for bullying behaviour, and prevent bullying behaviour from escalating.

How to remove what triggers and maintains bullying behaviour.

How to improve the accuracy, fluency, and sustainability of implementation efforts.

What to do when prevention efforts do not work.

How and what to report and record when a bullying behaviour incident occurs.

***Step 4**. If Steps 1 through 3 are done well, a relatively small proportion of students (initiators, targets, bystanders) will require more than Tier I supports. Students whose bullying behaviour does not improve will be considered for Tiers II and III supports.*

☐ *These supports would be initiated by increasing consideration of behavioural function or purpose (e.g., "bully behaviour results in access to bystander, target, and/or adult attention;" "target behaviour results in access to peer and/or adult attention;" "bystander behaviour results in access to initiator attention").*

☐ *Based on the function of a student's behaviour, students would (a) begin the day/break times with a check-in or reminder about the daily expectations; (b) be more overtly and actively supervised; (c) receive more frequent, regular and positive performance feedback each day; and (d) conclude each day/break time with a checkout or debriefing with an adult.*

☐ *More intensive supports would be highly individualized, multi-disciplinary, trans-situational (i.e., school, family, community), and long-term.*

Adapted from "Reducing the Effectiveness of Bullying Behaviour in Schools" published by

OSEP Center on Positive Behavioral Interventions & Supports
Effective Schoolwide Interventions