



# **Whole School Positive Student Behaviour Support Plan 2020/2021**

**We encourage our students to be engaged, enthusiastic, successful, resilient and aware of their personal and social responsibilities.**

## **Vision**

Samson Primary School community nurtures inquisitive young minds and immerses them in positive learning experiences. Quality teaching, with parents as partners, provides students with social and academic skills while fostering a respect for the environment and promoting tolerance and resilience.

## **Purpose**

The whole school positive student behaviour support plan is used to effectively and positively develop appropriate behaviour and positive relationships between teachers and students. This plan is devised around the best interest of the child and helps to incorporate personalised adjustments based on cultural, developmental and psychological need.

## **CODE OF CONDUCT**

Samson Primary School follows the 6 virtues of RESPECT, HONESTY, CO-OPERATION, SELF DISCIPLINE, CREATIVITY and EXCELLENCE.

Our school community is committed to practicing these virtues in everyday life. We strive to create a safe, caring and high performing learning community. Using these virtues, our school has a consistent and common language about behaviour expectations. These skills are taught through modelling, practise and feedback.

<b>Respect</b>	We are kind to each other We take care of school property and equipment We wear our school uniform with pride We take pride in our school grounds We follow the rules of our school We are polite and use our manners We speak to people with courtesy We listen to others We are cyber safe We keep our hands and feet to ourselves
<b>Honesty</b>	We tell the truth We take responsibility for what we say and do. We tell a teacher if there is an issue
<b>Co-operation</b>	We work together as a team We take turns We ask questions We support everyone's right to learn We compromise with others We find solutions so that everyone is happy. We include everyone
<b>Self-Discipline</b>	We are responsible for our learning – we work towards a goal We are responsible for our actions – we make safe choices We are organised and ready for learning We make good choices We keep going when things get hard We think about the consequences of our actions
<b>Creativity</b>	We use our imagination to solve problems We challenge ourselves We are enthusiastic about learning We find different ways to solve problems
<b>Excellence</b>	We do the best we can – we always 'have a go' We are committed to learning We are determined to achieve the best we can We congratulate our peers on their successes

# IMPLEMENTING WHOLE SCHOOL BEHAVIOUR SUPPORT

## Administrators' Responsibility

- The development, implementation, monitoring and review of the Whole School Positive Behaviour Support Plan
- Ensure all teachers consistently implement the expected behaviours as indicated in the school Code of Conduct and whole school procedures
- Ensure that Individual Behaviour Plans / Risk Management Plans are in place for students at risk with severe behavioural problems, including those students who are at risk of suicidal behaviour and/or non-suicidal self-injury.
- Record incidents on Integris and report critical incidents to the regional office
- Ensure that suspensions and exclusions are utilised in accordance with the Department of Education policy
- Review whole school behaviour data and review accordingly
- Provide professional learning and support for staff to implement effective strategies where appropriate
- Offer available programs to parents and the community

## Teachers' Responsibility

- Participation of all staff members in the development, implementation and review of the Whole School Positive Behaviour Support Plan
- Establish a positive classroom and school environment
- Be caring, kind and fair
- Be polite and expect politeness
- Model respectful, courteous and honest behaviour
- Be thoroughly prepared
- Establish positive relationships with students, parents and staff
- Explicitly teach, monitor, reinforce, remind and reteach the expected behaviours as indicated in the school code of conduct
- Report student progress and concerns to parents
- Implement the virtues program in their classroom
- Communicate and liaise with administration regarding negative behaviour
- Record behaviour on Integris
- Establish and maintain an IBP for those students who require one
- Celebrate successes

## Students' Responsibilities

- To display expected behaviours and follow procedures.
- Provide input into the school and class behaviour plans
- Actively participate in all learning and school activities

## Parents/Carers' Responsibilities

- To support the student's Positive Behaviour Support plan.
- To discuss concerns with their child's teacher.
- Have opportunity to contribute to the policy and support its implementation via School Council, P & C or other.
- Work in partnership with the school to address any behaviour concerns.
- Ensure their students actively engage in the learning programs.

## STRATEGIES THAT SUPPORT AND PROMOTE POSITIVE STUDENT BEHAVIOUR

### Classroom Environment

Samson Primary School uses the Virtues Program in both the classroom and the playground. As a school, we use positive teaching techniques that focus on promoting expected behaviours in the classroom. Teachers use whole class management systems where both teacher and students have input into the negotiated classroom rules. These reflect the school's code of conduct. Individualised Education Plans and Group Education Plans are used to provide differentiation for those students that require additional support.

### Playground Environment

Students have the opportunity to earn virtue slips in the playground. Teachers give these slips to those students who are showing the virtues of respect, honesty, co-operation, self-discipline, creativity and excellence. These slips are recorded and when a student earns 10 virtues, they receive a \$2 voucher to spend at the canteen. This is financially supported by the Samson P&C.

### Behaviour Management Plans

Behaviour Management Plans are implemented on a needs basis in consultation with administration and our school psychologist to help reinforce the student code of conduct.

### Positive Recognition

Positive recognition exists to ensure the reinforcement of our school virtues and behaviour expectations. Academic excellence and/or social and emotional excellence is rewarded through a variety of mechanisms, including, but not limited to:

Whole School	Classroom
Virtue Slips Honour Certificates Aussie of the Month Mathletic Certificates	Intrinsic motivation Teacher praise Positive Feedback Encouragement Virtue Slips Class Dojo Stickers Student of the Day/Week/Term Note or email to parent

### Strategies for Communicating with Parents about Student Behaviour

#### **Whole School:**

- Assemblies
- Notes
- Newsletters
- Class Dojo
- Website
- Emails
- Phone calls

#### **Classroom:**

- Class Meetings
- Interviews
- Notes
- Class Dojo
- Emails
- Phone calls

## **Student Behaviour Management Process**

Samson Primary uses a positive behaviour support process which focuses on improving student academic and behaviour outcomes by ensuring all students have access to the most effective and accurately implemented instructional and behavioural practices and interventions possible.

At Samson Primary, the Good Standing Policy supports our values of Respect, Honesty, Co-operation, Self-Discipline, Creativity and Excellence by acknowledging and rewarding exemplary behaviour, positive work ethic and dress code adherence. We believe learning is enhanced in a welcoming, inclusive, collaborative and caring environment.

The Good Standing Policy aims to provide regular acknowledgement and recognition to the vast majority of students who consistently behave and act according to our values. The Good Standing Policy emphasises the importance of students taking responsibility for the choices they make on a daily basis, which impact academically and socially on themselves and others.

## **Good Standing Policy**

In early 2019, a directive was published by the Minister for Education on school violence, '[Let's Make a Stand Together](#)'. This required public schools to take action with students who fight, photograph or video any violent actions and/or share them with any media or social media platforms. All public schools are also required to suspend/exclude students who fight or make intentional physical contact with other students or staff or disrupt the good order that is expected in public schools.

The development of a Good Standing Policy is a mandatory requirement for all public schools in response to the increasing incidents of violence in schools. This policy adheres to the Department of Education (WA) 2019 directive issued under section 232 of the School Education Act 1999 by the Director General.

Good Standing is a status all Samson Primary students are granted at the start of the year. It is the responsibility of each student to maintain their good standing. Students with Good Standing will have the opportunity and privilege to participate in various events throughout the school year. Examples of these events include; interschool sporting events, extra-curricular clubs, discos and Year 6 Graduation Activities.

## **Maintaining Good Standing**

Students will maintain their Good Standing when they:

- Demonstrate the school values during all school activities
- Follow classroom behaviour agreements and procedures
- Display the desired behaviours as outlined in the school's code of conduct

## **Loss of Good Standing**

A student's Good Standing status will be withdrawn following consultation with Admin and the classroom teacher for the following reasons;

- School Suspension
- Being referred to the office for inappropriate and/or negative classroom behaviour more than 3 times in a 30 day period
- More than 3 time outs for inappropriate and/or negative behaviour in the playground in a 30 day period
- Any other severe breach of our school values

## **Loss of Good Standing Procedures**

1. Classroom teachers will have a conversation with the parents/guardians of students at risk of losing their Good Standing
2. The classroom teacher and a member of Admin will determine if a child loses Good Standing
3. The classroom teacher will discuss with the child why they have lost Good Standing and what behaviours are required to regain Good Standing.
4. Parents are informed by the classroom teachers that the student has lost their Good Standing status for a period of;
  - 15 days for students in Pre-Primary to Year 2
  - 30 days for students in Year 3 to Year 6
5. During the loss of Good Standing period, the student's behaviour will be monitored and the student will be supported to display the behaviours required to regain Good Standing. This will be done through a Behaviour Support Plan and/or Contract.

***Note: If a student leader loses their Good Standing, they will lose the right to wear their badge and carry out their role for a period of 30 days. Any subsequent loss of Good Standing may result in a permanent relinquishing of their position.***

## **Consequences for Losing Good Standing:**

- Students who lose their Good Standing may have privileges removed, such as participating in interschool sporting events, extra-curricular clubs, discos and Year 6 Graduation activities.

## **Regaining Good Standing**

Students who regain their Good Standing after displaying the desired behaviours for the designated time period will have a restorative conversation with the teacher or Admin upon its reinstatement.

## **Individual Difference**

One size does not fit all. Positive behaviour is learnt and consideration needs to be given to the individual needs of students. The *Good Standing Policy* is provided to maintain consistency in our decision making processes. It is important to note that if:

1. There are extenuating circumstances that have resulted in the negative behaviours
2. A student has special needs
3. There was a significant period of positive behaviour since the previous negative behaviour.

These factors will be taken into consideration and will be at the discretion of Admin.

## **INDIVIDUAL BEHAVIOUR SUPPORT PLANS**

Some students will require a documented plan to identify short to medium behavioural outcomes. Behaviour Plans are student centred and focus on the behavioural needs and build on current knowledge and skills and address the behavioural needs of the student.

Individual behaviour support is identified through monitoring students whose behaviour needs are not adequately met by the whole school support plan.

Behaviour Support Plans have three types of strategies: Prevent, Teach and Reinforce. Prevent strategies prevent unproductive behaviour and prompt replacement behaviours. Teach strategies teach replacement behaviours to replace unproductive behaviour. Reinforce strategies reinforce replacement and desired behaviours.

## Specialised Learning Program

Specialised Learning Programs (SLP) for students with Autism Spectrum Disorder (ASD) support the individual needs of students with ASD from Kindergarten to Year 6 who are at risk of disengagement, underachievement and/or significant difficulties with adaptive behaviour. The programs target year level or near year level academic engagement and achievement, organisational skills, social cognition development, positive peer relationships and emotional self-regulation.

Due to challenges with communication, social competencies, complex behaviours and unique learning styles, students with ASD often require educational programs that are individualised to meet their needs. Their unique learning needs means some students with ASD experience significant challenges in mainstream education and community environments (Ashburner, Ziviani & Rodger, 2010).

Known challenges for students with ASD in mainstream settings include:

- academic underperformance and lower achievement compared with same-aged peers;
- **behavioural difficulties** such as poor attention, oppositional and aggressive behaviour;
- emotional regulation difficulties such as attention problems, anxiety and depression;
- social isolation from peer groups;
- resistance to environmental changes;
- increased frustration and anxiety;
- lack of engagement in the curriculum;
- difficulty communicating effectively;
- bullying, or the perception of being bullied; and
- increased absenteeism.

The SLP at Samson Primary School seeks to enhance positive academic, social and emotional outcomes for students with ASD.

The overall outcomes for the specialised learning programs for students with ASD will be to:

- provide an innovative and effective model of service to support students with ASD within mainstream school;
- enhance academic and non-academic outcomes;
- increase attendance and retention rates for students with ASD;
- increase curriculum access and engagement for students with ASD;
- empower schools and communities to have a greater investment in, and ownership of, the outcomes for students with ASD; and strengthen school knowledge around behaviour intervention and effective evidence-based practice for students with ASD.

As part of a comprehensive program to ensure the preservation of student's rights, the SLP-ASD at Samson Primary School espouses a rigorous policy governing the use of behaviour reduction programs/procedures. It is acknowledged that for some students with ASD, appropriately selected and appropriately implemented behaviour-reduction procedures may be critical to their educational success and achievement of positive outcomes in all areas of their schooling (e.g., social, emotional, physical, etc.). No behaviour decrease procedures will be implemented or approved unless it can be objectively measured, so that it can be consistently implemented across all persons and settings in the school environment.

Positive reinforcement, function-based procedures and extinction procedures are regarded as the procedures of choice for students in the SLP-ASD. Procedures that are selected are based on the data collected, and available peer reviewed research.

A behaviour-decrease procedure may be implemented only as part of an individualised program that includes a written operational definition, a measurement procedure, a description of the intervention procedure, and a graph or other visual representation to displays levels of behaviour over time.

No student in the SLP-ASD will be exposed to a more intrusive procedure when a less-intrusive procedure may be effective. More restrictive procedures will only be considered when less-restrictive procedures have been thoroughly examined and documented ineffective in achieving a treatment goal that is critical to the person's welfare and ability to remain in the school environment.

### ***Approvals of Behaviour-Decrease Procedures***

Not all students with a diagnosis of ASD or other developmental disabilities engage in disruptive or maladaptive behaviours and do not require a behaviour reduction procedure. Therefore, behaviour reduction procedures are implemented on an as needed bases; they are individualised to meet the specific needs of the student.

The steps for obtaining approval for an individualised behaviour reduction procedures are:

- 1) the individualised program is developed by an interdisciplinary team as required (e.g., the classroom teach, Administration, the Program Coordinator, parents, and outside agencies as needed.)
- 2) The classroom teacher and Program Coordinator write the intervention program and collect data.
- 3) Baseline data is required before the implementation of an intervention package **unless** the behaviour is considered high-risk and ethically requires immediate intervention to protect the safety and well-being of the student, staff or peers.
- 4) Parent/Guardians are to be informed of behaviour reduction programs.
  - a. Parental Consent is to be obtained prior to implantation of any individualised programs.
  - b. Parents/Guardians are informed of the reasons for recommending the proposed procedures.

**IN CLASS**

Individual class systems may vary however behaviour support plans should be along the following lines.

(Instant referral to administration for severe behaviour)

For those students who are not able to follow this process, interventions of different levels will be in place via their IBP

## Negative Behaviour in the Classroom

**Step 1**  
Reminder  
Praise  
Proximity

**Step 2**  
Warning

**Step 3**  
In Class Time out  
(age appropriate reflection time)

**Step 4**  
Buddy room for an age appropriate time.  
30 second restorative conversation between student and teacher about expectations upon return. A fresh start would begin here.

**Step 5**  
Look for and acknowledge positives upon the return of the student. If the undesirable behaviour still exists after a return from buddy room may elect to administer a consequence or seek admin

Higher levels of inappropriate behaviour would bypass the stages.

If a student is sent to a buddy room, it should be recorded. If the misbehaviour continues upon their return, record the behaviour on Integris. A follow up restorative conversation is expected.

### Instant Referral to Admin for severe behaviour – actions would include:

- Exclusion considered
- Suspension
- In School Withdrawal
- Parent Contact
- Logical Consequence
- Online Incident Report

### Examples of Consequences for classroom behaviour:

- Keeping a student back to have a conversation about future expectations
- Parent Contact
- Informal Contract
- Formal Contract – consult with admin and parents

## Restorative Practice

At Samson Primary we use the practice of managing conflict and tension by refocussing on repairing harm and strengthening relationships. It endeavours to replace punitive disciplinary processes with those that support the student to restore relationships harmed by their behaviour.

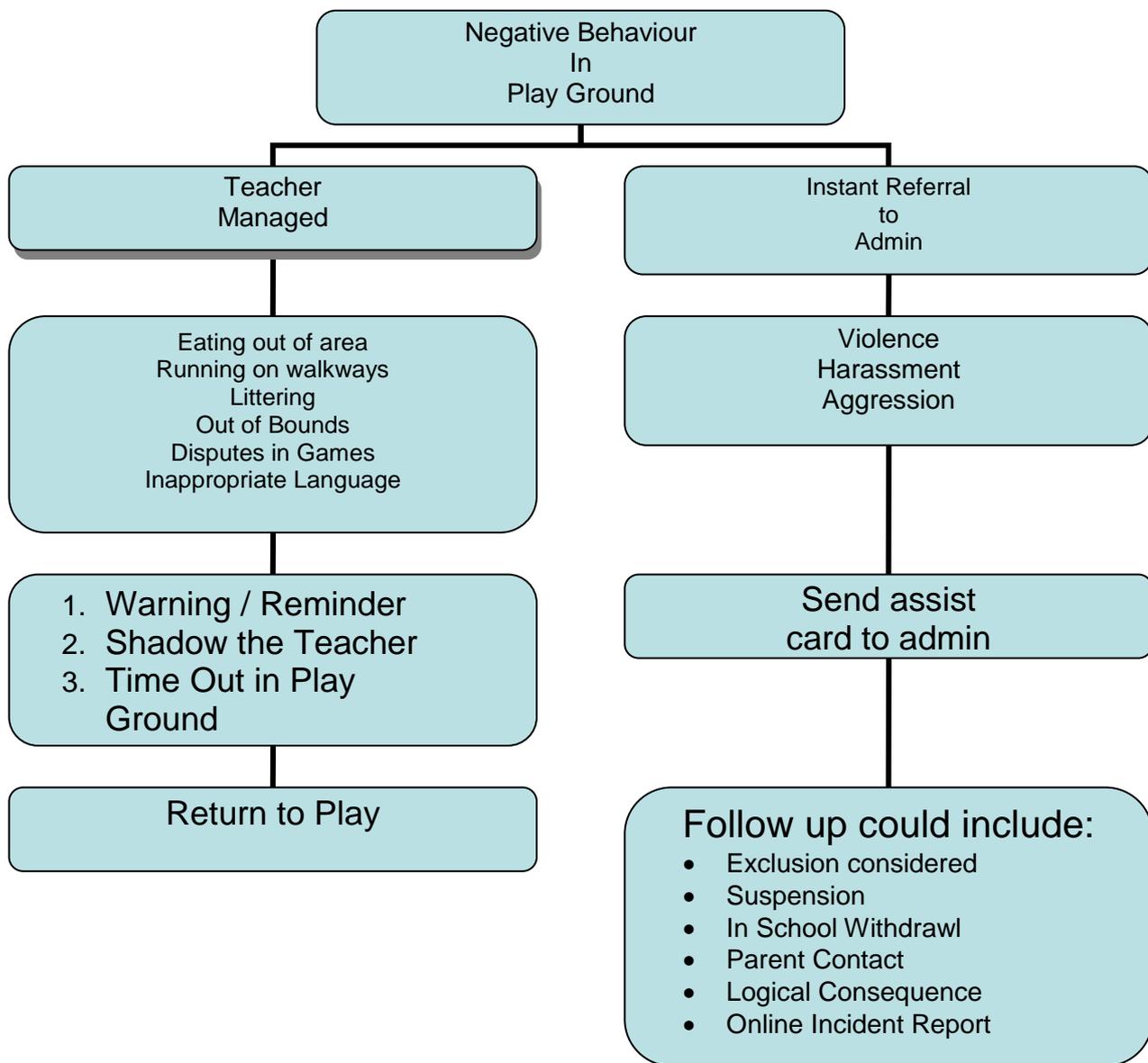
Key principles of restorative practice:

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

Restorative practices:

- are based on principles of creating respectful relationships and safe environments within the school
- highlight schools as being places where every student feels they belong, are safe, are shown respect and treated with care
- promote resilience and aims to contribute to the building of positive relationships in school communities
- focus on accountability and restoring relationships after harm has been done, rather than on blame and punishment
- aim to address the needs of those harmed (e.g. other students, teachers, community members) and work to ameliorate this harm through a balance of appropriate sanctions, restitution and restorative processes
- engage students and parents.

**IN PLAY GROUND**



**Measure to prevent and address all forms of bullying**

Bullying or any form of harassment will not be tolerated at Samson Primary School. It is everyone’s responsibility to prevent it from happening. Every individual has the right to belong and feel safe within a positive learning environment.

Bullying is a repeated pattern of antisocial behaviour, the wilful desire to hurt, threaten, humiliate, upset or frighten someone else and/or an imbalance of power. Bullying may be verbal, physical or psychological.

Promoting resilience and children's wellbeing through building healthy, respectful and positive relationships is an important focus. The Western Australian Pre-Primary to Year 10 Health and Physical Education curriculum features a clear focus on students learning to make healthy decisions and choices and to take actions to promote their own health, safety and wellbeing. This includes students learning how to seek help and keep themselves safe, developing assertiveness skills and acquiring the strategies necessary to identify risks to their safety and health, and to minimise and manage conflicts in a range of relationships.

Samson Primary School uses programs such as Protective Behaviours and Buz. Through Buz (Build Up Zones), students develop important life skills by addressing conflict resolution, protective behaviours, bully-proofing, self-awareness, poor self-esteem, the link between environment and emotional abuse, building confidence, emotional competence, relationship skills, empathy and respect. The Virtues Program is also embedded and extends throughout the school's curriculum.

### ***Strategies to Prevent Bullying:***

- Focus on building resilience
- Various lunchtime clubs (facilitated by the Student Councillors)
- Use of virtue slips
- Act upon each incident when reported to teacher/admin
- Model appropriate behaviour
- Use the school's support services where necessary

Support will be provided for students who are witnesses or victims of bullying and harassment by the following:

- School staff
- School Chaplain
- School Psychologist
- Outside agencies as required

### **Measures to address risks of suicidal behaviour and/or non-suicidal self-injury**

Some students may experience mental health problems and as a result, be at increased risk of self harm, including suicidal behaviour and non-suicidal self-injury (NSSI).

Schools can play a key role in minimising the risk of suicidal behaviour and NSSI by promoting positive mental health and wellbeing and help seeking behaviour.

If a student presents with NSSI or suicidal behaviour:

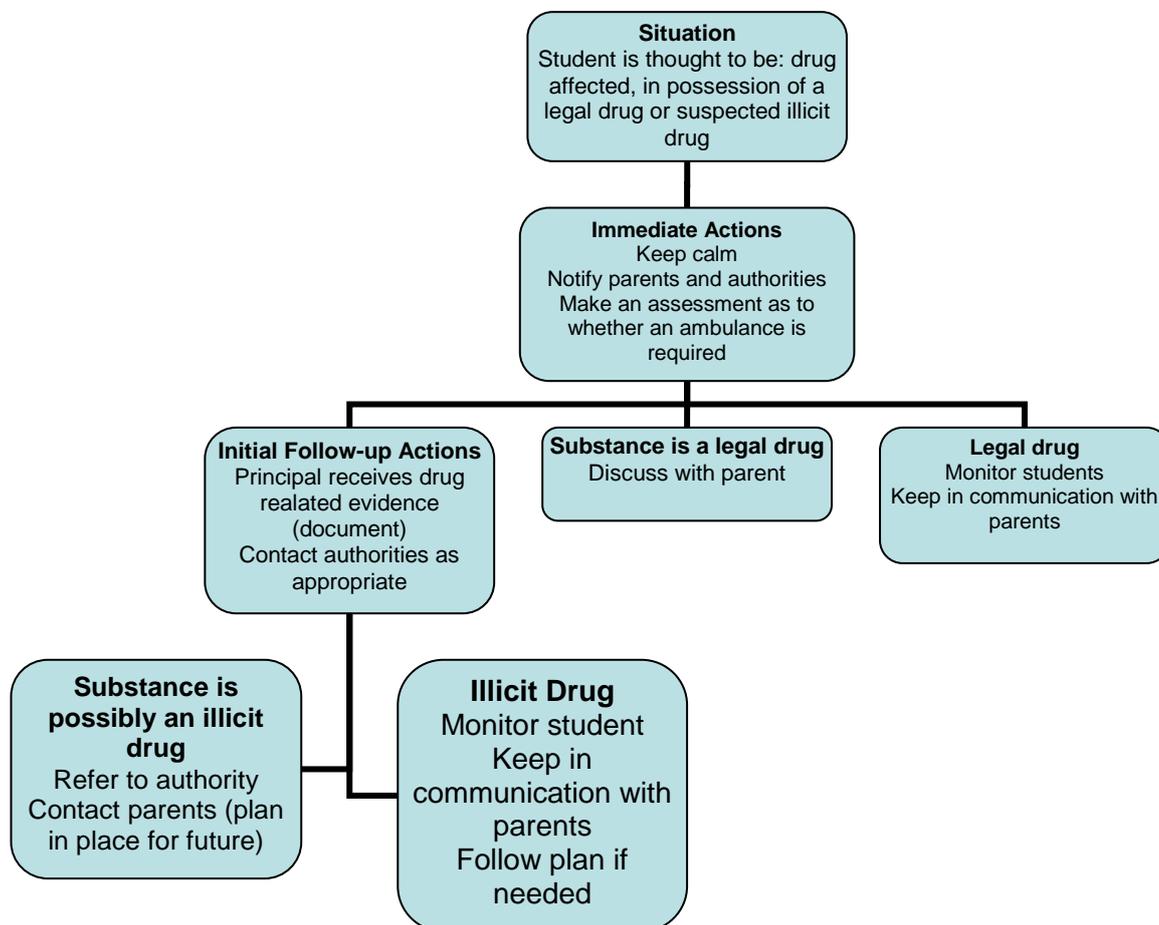
- Contact the school psychologist and/or lead school psychologist and other members of the school support team.
- Contact the Consulting School Psychologist (Suicide Prevention) on 9264 5645 for advice if needed.
- Be alert to, record and respond to changes in the student's behaviour.
- Understand and implement a risk management plan for the student to enable support, planning and risk assessment.
- Submit an Online Incident Notification if the situation requires.

### **Measures to address aggression**

- If the incident is urgent, critical and dangerous, contact the police through the school principal.
- Ensure safety for other students and staff.

- In such cases, and in all other cases where restraint is used, submit an online incident notification.
- Consult with the parents, the school psychologist and the student services/support specialist to develop a documented plan.
- Contact the Lead School Psychologist or the Behaviour and Attendance teams in the Education Region office for advice.
- Communicate this plan with all teachers and staff who work with the student
- Monitor the plan regularly and adjust as required

### Measures to address drug and alcohol misuse by students



### Measures to address the presence of weapons

Students are not to be in possession of weapons on school site or at any school activity. A weapon is defined as ‘a thing designed or used for inflicting bodily or physical harm.’

Prohibited weapons are items that have no purpose other than being a weapon ie flick knives, switch blades.

Controlled weapons include those used in the practice of a martial art, sport or similar such as swords, machetes or firearms. A firearm includes any item that can be shot, or a bullet or missile that can be discharged or propelled such as paintball guns.

Incidents involving weapons are a serious breach of school discipline and will be suspended immediately under Regulation 44 (2) of the School Education Regulations 2000.

### Mobile Electronic Devices

Mobile Electronic Devices refer to devices such as mobile phone, iPads, iPods, tablets, smart watches etc

Mobile Electronic Devices are permitted at school, however it is strongly suggested that parents only send with their children if there is a compelling reason to do so.

The school does not accept the responsibility for the loss, theft or damage to a student's electronic device.

***School Guidelines:***

- Devices are turned off and left in student bags.
- These devices can be turned on again at the end of the day.
- No student can use a device on school grounds.
- Students who do not comply will have their device taken from them and parents will be required to collect from admin.