



*Learn together,
Grow together,
Achieve together*

Beaumaris

Primary School

*Student Behavior and
Engagement Guidelines*

Supporting Positive Behavior

(Created 2017, due for review December 2019)



What is Positive Behaviour Support (PBS)?

The Positive Behaviour Support (PBS) program helps schools to create positive learning environments by developing proactive whole school systems to define, teach and support appropriate student behaviors.

PBS applies evidence based approaches, practices and strategies for all students to increase academic performance, improve safety, decrease problem behaviour and establish a positive school culture.

PBS places a major focus on prevention and the following key elements help to create a safe, positive and productive learning environment:

- **Clearly defined and taught behaviour expectations**
Staff teach behaviors as they would teach academics or any other skill. Staff repeat this process until students learn the new behaviors.
- **Consistent and frequent acknowledgement of appropriate behaviour**
A school wide focus on all staff giving students high rates of positive performance feedback is important because it can improve the interactions between students and staff and therefore improve the school climate. We want to establish a positive school climate in which compliance receives more attention than non-compliance.
- **Constructively and specifically addressing problem behaviour**
Introducing, modelling, and reinforcing positive social behaviour is an important step of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding.
- **Effective use of behaviour data to assess and inform decision making**
PBS is an evidence based research approach which has resulted in increased time for instruction, an increase in positive behaviors school wide and a decrease in disruptive behaviors. Data is collected ongoing and this data is used to drive the program.

Recent research (Pipeline Report ECE & DoE 2009) in Western Australia has highlighted the link between student behaviour and academic achievement. Findings from this research have shown that, as a general rule, students who behaved unproductively were more likely to perform poorly in reading and numeracy, failing to meet proficiency standards. On average they performed in reading and numeracy at a standard between one and two year levels below their counterparts who behaved productively.

Why has Beaumaris Primary School implemented PBS?

PBS is based on ongoing data collection and research shows that this program helps reduce problem behaviour and increases academic performance. Principals have also reported decreases in referrals of students to school administration, allowing this time to be invested into other areas of school business.

In 2013 a staff and student survey was completed at Beaumaris Primary School. The results showed:

- Teachers teaching school rules based on their own assumptions of what they should be however, not consistent across whole school. Most rules had a negative connotation (No..., Don't...)
- Staff framed instructions in terms of what they don't want instead of what is the desired behaviour.
- A majority of the staff were using faction tokens to reward positive behaviour.
- Staff were implementing own behaviour plans and therefore how behaviors were dealt with and consequences given were inconsistent across the school.
- Staff wanted to implement a whole school behaviour program with PBS being the program implemented.
- A consistent, whole school language to describe behaviour was not evident.

With the data collected the PBS team started working on a new Behaviour Plan and system which will include:

- Specific behaviour expectations in the different areas of the school with the same language being used from K-6.
- A whole school value system which is expected to be used by all teaching and non-teaching staff.
- All classes will use the 5 Bump System based on the CMS model with behaviour forms being completed so that data can be collected.

Through this program, Beaumaris Primary School will implement evidence based approaches to managing student behaviour. There will be an emphasis on data-based decision making with the program being evaluated regularly and practices adjusted to make sure the process is achieving effective results for our school.

How does PBS work?

- The development and use of a consistent whole school approach and common language in regard to behaviour expectations.
- Positively stated expectations for all students and staff.
- Staff collaboratively developed a behaviour matrix which describes the PBS School Code of Conduct Behaviour Agreements & Expectations.
- Behaviour expectations are highly visible within classrooms and throughout the school.
- A behaviour curriculum with lesson plans.
- All staff demonstrate, explain and provide opportunities for students to practice behavior skills within and across multiple school settings.
- Classrooms have established visible procedures and routines which have been taught to students.
- A continuum of procedures for encouraging the demonstration of these behaviors.
- Students are given a high ratio of specific, positive and frequent acknowledgement for displaying expected behaviour.
- An array of procedures for responding to behaviour errors, with a reteaching focus.
- Clearly defined teacher managed and office referred behaviors.

Beaumaris Primary School Behaviour Expectations

At Beaumaris Primary School we are learners who understand that:

We are Respectful

We are Responsible

We do our Best

We are Safe



How does PBS provide support for all students?

Students in our school come from many different backgrounds and cultures that view “behaviour” differently; thus, we cannot *assume* that students know how to behave appropriately when at school.

In the past school wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment based strategies including reprimands, loss of privileges, office referrals, suspensions and expulsions.

“If a child doesn’t know how to read, we teach. If a child doesn’t know how to spell, we teach. If a child doesn’t know how to count, we teach. If a child doesn’t know how to behave, we... teach? ... punish?”

-Herner, 1998

National Safe Schools Framework (2011) Literature review found that when teachers use behaviour management strategies that are based on dominance and submission, they model this type of behaviour for students. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective.

A major advance in school wide discipline is the emphasis on school wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviours. A continuum of positive behaviour support for **all** students is implemented across the school. Systems of support are implemented by making problem behaviour less effective, efficient, and relevant, and making desired behaviour more functional.

PBS supports all students by being a **dependable** system of **rules** and **procedures**. This provides students with a structure to monitor their own behaviors and encourages them to stay motivated to meet certain standards. These rules and procedures are **explicitly** taught and **consistently re-enforced** in the classroom so that all students are able to more successfully complete set tasks. These rules and procedures form **routines** that help the students meet the school expectations. It is a system that allows students to **correct** and take **ownership** of their behaviour as they have a **chance** to make better decisions.



Beaumaris Primary School Behaviour Expectations Matrix

	We are Respectful	We are Responsible	We do our Best	We are Safe
Whole School Community	<ul style="list-style-type: none"> Use your manners (please, thank you, excuse me) Be polite Look after your property and property of others Actively listen to the speaker Honest interaction with others Treat each other fairly and equally 	<ul style="list-style-type: none"> Listen to and follow instructions Arrive on time to all classes Take care of all belongings Control all of your actions and words 	<ul style="list-style-type: none"> Wear your school uniform correctly Set and work towards goals Allow and support others to achieve at their best and acknowledge their achievements Work cooperatively with others 	<ul style="list-style-type: none"> Report bullying of yourself and others Care for yourself Help others Keep your hands, feet and objects to yourself Report any unsafe situations to a staff member straight away
Learning Areas	<ul style="list-style-type: none"> Ask permission to use the belongings of others Listen attentively to others opinions 	<ul style="list-style-type: none"> Be prepared and organised for all lessons Focus on the task given Ask questions and seek feedback when needed 	<ul style="list-style-type: none"> Be ready to learn Complete work tasks within the expected time Ask for help, seek feedback and act on it to improve Stay on task Share your ideas 	<ul style="list-style-type: none"> Walk in the classroom Cooperate with everyone Check with an adult before leaving a learning area Keep our work space organised, neat and tidy
Outside Areas (including Transition)	<ul style="list-style-type: none"> Walk quietly Line up quietly Take care of the school environment and equipment Follow the instructions or directions of the staff Treat others with kind words, and actions 	<ul style="list-style-type: none"> Put your rubbish in the bins provided Play fairly, take turns, include and encourage others Eat in allocated areas Play in allocated areas Report problems to the duty teacher straight away 	<ul style="list-style-type: none"> Be active Play by agreed rules Join in, have a go and have fun Include others 	<ul style="list-style-type: none"> Walk quietly from one learning area to the next Wear your hats Play in allocated areas Eat your own recess and lunch
Using Technology	<ul style="list-style-type: none"> Keep passwords private Follow directions of staff when using technological equipment 	<ul style="list-style-type: none"> Follow the technology use guidelines/policy Sign and abide by the technology agreement Report problems to the teacher Use technology for learning 	<ul style="list-style-type: none"> Only complete work that you have produced Use technology appropriately to support your learning 	<ul style="list-style-type: none"> Be cyber safe Only access websites (in line with school or education department policy) Log off or lock up when not using a computer
Before and After School	<ul style="list-style-type: none"> Take care of the school environment and equipment Follow staff direction 	<ul style="list-style-type: none"> Pack your own school bag Check that you have everything we need for the day Check that you have everything you need to take home 	<ul style="list-style-type: none"> Take home and bring to school what you need Complete all set tasks 	<ul style="list-style-type: none"> Meet in the undercover area before school At the end of day leave the school grounds promptly and continue to move safely Walk bikes, scooters and skateboards through the school Be aware of traffic and follow the road and pedestrian rules
Under Cover Area	<ul style="list-style-type: none"> Use audience manners – look, listen, respond When an adult raises their hand; stop, look and listen Remain seated during assemblies and performances 	<ul style="list-style-type: none"> Put rubbish in the bin Keep hands and feet to yourself Go to the toilet and have a drink before assemblies and performances Agree on game rules before starting a game 	<ul style="list-style-type: none"> Participate in all activities Follow the rules of the game 	<ul style="list-style-type: none"> Sit down when eating Stage is a sitting area only during breaks Use equipment safely
Oval	<ul style="list-style-type: none"> Ask to join games Include others 	<ul style="list-style-type: none"> Share our equipment Solve problems calmly Exit the oval immediately when siren sounds Report problems to the duty teacher 	<ul style="list-style-type: none"> Play fair and follow game rules 	<ul style="list-style-type: none"> Wait for duty teacher before entering oval Use equipment safely Wear shoes Wear hats
Play equipment	<ul style="list-style-type: none"> Take turns Share equipment 	<ul style="list-style-type: none"> Play in your designated area Only use playground on rostered days 	<ul style="list-style-type: none"> Use equipment for its designed purpose Return equipment after use 	<ul style="list-style-type: none"> Use equipment safely Wear shoes Wear hats Keep sand in sandpits
Toilets	<ul style="list-style-type: none"> Give people privacy Keep toilets clean and tidy 	<ul style="list-style-type: none"> Play outside the toilets Wait your turn patiently Only go into toilets when you need to use the toilet Report problems or mess to a teacher 		<ul style="list-style-type: none"> Close and open doors carefully Wash your hands Flush the toilet Water stays in the trough Leave food outside the toilets
Library	<ul style="list-style-type: none"> Talk with a quiet voice Use good manners Take hats off Treat books with care Leave the library neat and tidy 	<ul style="list-style-type: none"> Use a library bag Use shelf markers Put books back in the correct position Report damaged books 	<ul style="list-style-type: none"> Return books on time Put books on the return trolley with barcodes up Select a suitable book from the library 	<ul style="list-style-type: none"> Walk at all times Walk around beanbags and other items on the floor Ask for help when books are out of reach

Beaumaris Primary School Behaviour Expectations Term Planner

	We are Respectful	We are Responsible	We do our Best	We are Safe
	Week 1 & 2	Week 3 & 4	Week 5 & 6	Week 7 & 8
Whole School Community	<ul style="list-style-type: none"> Use your manners (please, thank you, excuse me) Be polite Look after your property and property of others Actively listen to the speaker Honest interaction with others Treat each other fairly and equally 	<ul style="list-style-type: none"> Listen to and follow instructions Arrive on time to all classes Take care of all belongings Control all of your actions and words 	<ul style="list-style-type: none"> Wear your school uniform correctly Set and work towards goals Allow and support others to achieve at their best and acknowledge their achievements Work cooperatively with others 	<ul style="list-style-type: none"> Report bullying of yourself and others Care for yourself Help others Keep your hands, feet and objects to yourself Report any unsafe situations to a staff member straight away
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Before and After School	<ul style="list-style-type: none"> Take care of the school environment and equipment Follow staff direction 	<ul style="list-style-type: none"> Pack your own school bag Check that you have everything we need for the day Check that you have everything you need to take home 	<ul style="list-style-type: none"> Take home and bring to school what you need Complete all set tasks 	<ul style="list-style-type: none"> Meet in the undercover area before school At the end of day leave the school grounds promptly and continue to move safely Walk bikes, scooters and skateboards through the school Be aware of traffic and follow the road and pedestrian rules
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Encouraging Positive Behaviour



Faction Tokens

(To be issued frequently)

 Name:..... Rm.....
 Classroom  Playground
 We do our Best We are Responsible
 We are Safe We are Respectful
S/BPS/Student Rewards Raffle Tickets 2015

 Name:..... Rm.....
 Classroom  Playground
 We do our Best We are Responsible
 We are Safe We are Respectful
S/BPS/Student Rewards Raffle Tickets 2015

 Name:..... Rm.....
 Classroom  Playground
 We do our Best We are Responsible
 We are Safe We are Respectful
S/BPS/Student Rewards Raffle Tickets 2015

 Name:..... Rm.....
 Classroom  Playground
 We do our Best We are Responsible
 We are Safe We are Respectful
S/BPS/Student Rewards Raffle Tickets 2015

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What are they?

- Faction Tokens are given to students throughout the day to recognise when they have demonstrated **any** of the school behaviour expectations from the values We are **Respectful**, We are **Responsible**, We Do Our **Best** and We are **Safe** in any location in the school.
- When a student receives a Faction Token they write their name and class number on the front and place it in their faction letterbox out the front of the office.
- They are a tangible **reminder for adults** to give frequent, positive and specific verbal feedback to students.
 E.g. “Well done John I really like how you are being safe and using two hands to carry your chair with the legs facing down”.

Response Cards

Each classroom will have three response cards located on the hard clear folder behind internal doors.

Red Card



If a student is demonstrating **extremely severe** behaviour the fastest runner takes this card to the office and all leadership staff will respond immediately.
 * Please note red cards are **only** to be used for extreme behaviour emergencies.



If a student/staff has an accident/allergic reaction the fastest runner takes this card to the office and all leadership staff will respond immediately. The basic first aid steps are displayed on the back.

Assess the situation

1. Minor Medical – Fill in pink slip and send to office or utilise Block or Class First Aid Kit.
2. Major Medical – Send student with First Aid Emergency Card and Medical Action Plan if appropriate.
3. Admin to bring First Aid Kit and Two Way. Office to be on Two Way stand by, to contact Emergency Services.

Evacuate

4. Qualified First Aider to give First Aid and remain with casualty. Other Staff to evacuate remaining students.

Incident Report Form

5. Completion of Incident Report form.

Student Behaviour Referral Process

Response is: **Calm Consistent Brief Immediate Respectful Private**

Follow PBS
Minor Behaviour Response

Follow PBS
Major Behaviour Response
Send to Admin

Is Behaviour a Minor or Major?

Teacher Response

- Low Key Response
- Re-direct (State the expected behaviour)
- Re-teach (Tell, show, practice, encourage)
- Provide choice

Behaviour stops

Behaviour continues
Minor

Positive verbal encouragement

Choice made
Consequence needs to relate to behaviour

Classroom
Isolation/time out in class
Isolation/time out in a partner class
Behaviour reoccurs before the next break – follow Major Behaviour Response

Playground
Verbal warning
Walk with teacher

<u>Minor</u> Teacher managed	<u>Major</u> Administration managed
<ul style="list-style-type: none"> ○ Answering back ○ Cheating/Integrity ○ Uncooperative ○ Inappropriate comments ○ Inattentive ○ Lateness ○ Minor dishonesty ○ Minor physical contact ○ Not following instructions ○ Out of area/seat ○ Out of boundaries at recess/lunch ○ Minor property misuse ○ Unsafe behaviour ○ Technology misuse ○ Unprepared ○ Work avoidance ○ Disruptive behaviour ○ Name calling ○ Rough play 	<ul style="list-style-type: none"> ● Verbal abuse ○ Staff & students ● Intimidation ○ Staff & students ● Physical Assault ○ Staff & students ● Bullying ● Defiance (attitude) ● Refusal (action) ● Leaving class/school grounds without permission. ● Substance misuse ● Major dishonesty ● Property misuse/damage ● Technology misuse ● Inappropriate touching ● Stealing ● Repeated Minors <ul style="list-style-type: none"> ○ 3 in one week ○ 10 in one term

Teacher Response

- Inform student of rule violation
- State expected behaviour
- Complete Major Behaviour Referral Form
- Send student to Admin

Administration Actions

- Review incident
- Problem solve with student
- Determine resolution/consequence
- Enter data
- Follows through on resolution/consequence
- Inform parent/guardian
- Provide teacher feedback

Third Major Admin Discipline Referral

- Case conference
- Consider School Psych behaviour support.

Repeated Minors

- 3 in one week
- 10 in one term
- Alert Line Manager
- Teacher to notify parents (phone/in person)

