

# Behaviour Plan

Developed 2020



Belong



Aspire



Thrive

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## Rationale

At John Butler Primary College, we believe in maintaining a positive, safe and supportive educational environment that maximises the learning and wellbeing of all. A positive behaviour support approach across the college ensures the best possible social, emotional, behavioural and academic outcomes for students.

Our Behaviour Policy outlines our system for promoting positive behaviours and responding to inappropriate and unacceptable behaviours. The commitment of all members of our college community (staff, students and families) promotes consistent behavioural expectations, consistent opportunities for students to learn appropriate and productive behaviours, and consistent responses to behaviours that have a negative impact on learning.

A multi-tiered model of support promotes a positive learning environment with an emphasis on preventing behaviours that have a negative impact on learning:

- Tier 1: Universal college-wide systems of support for all students
- Tier 2: Specialised classroom and/or small-group strategies for students with at-risk behaviour
- Tier 3: Intensive, individualized and targeted intervention systems for students with high-risk behaviour

## Key Principles

Relationships have a significant impact on behaviour and learning. We build effective, respectful relationships and we know our students.

Behaviour is learned. We teach behaviour much like academic skills and we teach new behaviours to replace behaviours that challenge.

All behaviour serves a purpose for an individual. We seek to understand the reasons for behaviour so that unmet needs can be met.

Behaviour is influenced by the circumstances in which it occurs. We make environmental, curriculum and instructional adjustments to create inclusive learning environments that support the positive behaviour of all.

We emphasize proactive, preventative learning opportunities focused on teaching and rewarding positive, productive behaviours. A focus on punitive strategies is ineffective.

All community members are responsible for their own behaviour choices. We teach and model accountability for our behaviour through restorative practices and provide opportunities for students to make positive choices about their behaviour.

Consistency is a key factor in effective positive behaviour support. We reinforce and respond consistently to behaviours using our *Levels of Behaviour System*.

Some students with disability and/or additional needs may require individualised strategies and support. We provide a tiered system of support, including the development of Individual Behaviour Support Plans, for students who require tailored teaching and support.

Behaviour is the shared responsibility of the whole college community. We work collaboratively across the college and with students and families to facilitate a supportive, positive, safe and respectful learning culture.

Every day is a new day. We start each day anew.



## Our Values

In collaboration with our school community, we have identified five core STARR values to guide our behaviour and maximise learning and wellbeing. At John Butler Primary College we demonstrate:

**S**

### Safety

Everyone has the right to feel safe at school.



**T**

### Tolerance

Everyone is unique and everyone belongs.



**A**

### Achievement

Everyone strives to achieve their personal best.



**R**

### Respect

Everyone has the right to feel respected at school.



**R**

### Resilience

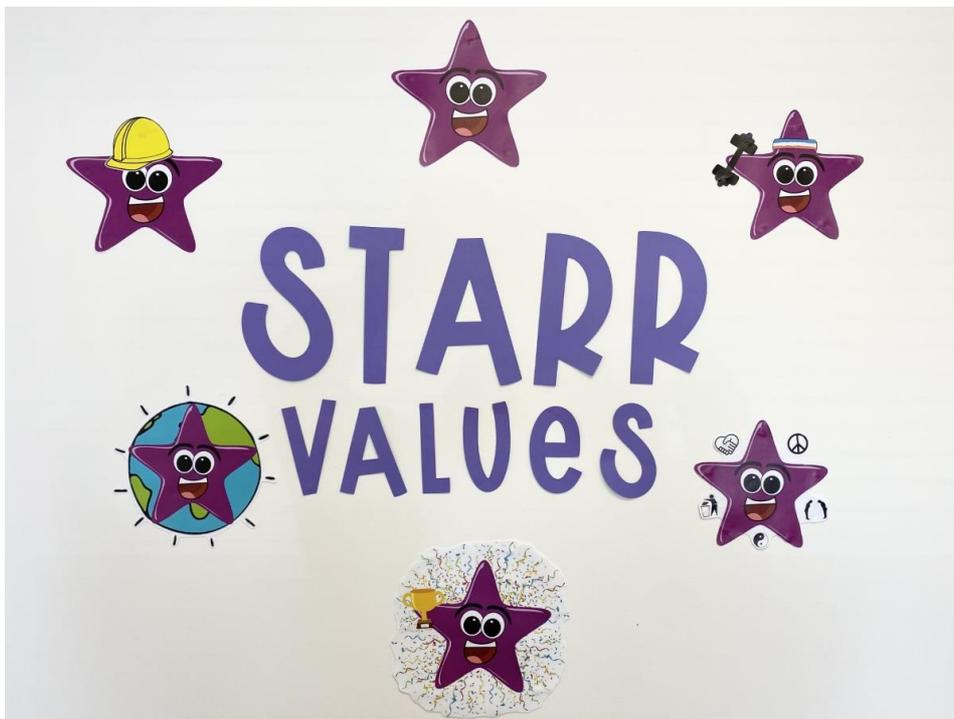
We persevere in the face of challenges and bounce back after set-backs.



Our golden rule is:

**Treat others as you would like to be treated.**

Behaviours that align with our STARR values are outlined in our *STARR Values and Behaviours Chart*. These behaviours describe our values in action and make explicit our expectations for positive, productive learning behaviours at John Butler Primary College.



## Encouraging expected classroom behaviours

At John Butler Primary College, expectations for behaviour are clear to all, explicitly taught, and regularly rewarded through effective reinforcement systems. The emphasis is on teaching behaviours that align with the college values and have a positive impact on learning and wellbeing for all.

All teachers have a Classroom Behaviour Support Plan that aligns with the John Butler Primary College Policy. The college *STARR Values and Behaviours Chart* is displayed in all classrooms and these are explicitly taught and regularly reviewed. All staff use a common language and set of visual cues (Helping Teacher Cards) to consistently discuss, teach and reinforce positive behaviour across the college.

Each class also has a classroom *Levels of Behaviour Chart* that is clearly displayed and understood by staff, students and parents. Students should have involvement in the development of classroom yellow and orange behaviours. Strategies to support “green” STARR behaviours are implemented by all teachers and include, but are not limited to:

- Effective classroom management strategies (including low-key responses, de-escalation strategies and providing choices);
- Effective reinforcement systems; and
- Effective teaching and learning adjustments (including environmental, curriculum and instructional adjustments that consider the academic, sensory, communication, physical, emotional, social and learning needs of all students).

A continuum of incentives, rewards and reinforcement systems are used to shape and acknowledge “green” STARR behaviours.

### Classroom incentives

**Expected Behaviour Tokens:** A token economy is used in all classrooms and teachers may use additional strategies, such as stickers, stamps, prizes and group/individual points, to reinforce our STARR values and positive learning behaviours. Resources are available for teachers to develop consistent reinforcement systems that are aligned with the college values and expected behaviours.

**STARR Slips:** Students receive STARR Slips to acknowledge positive learning behaviours and to take home to parents. STARR slips can be shown at the office and will contribute to whole college faction points. Teachers and specialist teachers can issue STARR slips.

### College incentives

**Merit Awards:** Students receive merit awards at assembly for demonstrating academic achievement and/or effort and/or the STARR behaviours. Specialist teachers also give a merit award to one student at year level for STARR behaviours in each specialist subject class.

**Principal’s Award Sticker:** Students who demonstrate behaviours deserving particular acknowledgement and/or outstanding achievement of their personal best can come to the office to show “wow work” and receive a Principal’s/Deputy Principal’s Award sticker.

**College Events:** College events will also be scheduled throughout the year and students are allowed to attend so long as they maintain “good standing” in line with the *John Butler Primary College Good Standing Policy*.

**Super Friends:** Each term, students identify peers who they feel demonstrate the college STARR Behaviours. These students are announced and wear a Super Friends cape for the day.

### Individualised reinforcement systems

**Student reinforcement systems:** Reinforcement occurs when a behaviour increases following a consequence. Reinforcers are consequences that are known to increase behaviour. Therefore, not all “rewards” are reinforcers. Some students require individualised reinforcement systems to have a positive impact on their behaviour. Support is available for teachers to develop individualised reinforcement systems for students who require additional positive behaviour support.

## Responding to inappropriate classroom behaviours

The emphasis, at John Butler Primary College, is on teaching and encouraging positive behaviours within a supportive learning environment. Clear and consistent responses to inappropriate behaviours is a key factor in positive behaviour support. The *Levels of Behaviour Chart – Staff Actions* clearly defines behaviours that are unacceptable and have a negative impact on social, emotional and academic learning outcomes. It also identifies specific strategies and responses to minor and major behavioural breaches.

For students requiring Tier 2 or Tier 3 support and/or where de-escalation strategies are required, alternative responses/consequences for inappropriate behaviour may be implemented and included in the student’s Individual Behaviour Support Plan.

### Responses to inappropriate behaviour (Yellow, Orange and Red)

Students should be involved in the development of class yellow and orange behaviours. Responses to classroom behaviour across the college should follow the *Levels of Behaviour Staff Actions - Classroom*. **Students should not be fast-tracked through the levels, except for in instances of “red” behaviour.**

Red behaviours are:

Repeated orange behaviours (x2).

Intentional physical contact (hitting, kicking, punching, biting, shoving), including severe physical retaliation

Spitting

Stealing

Vandalism/damaging property

Use of weapons / items used as weapons

Ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm (bullying).

### Removal from the classroom

The second demonstration of an orange behaviour after receiving a warning will result in the student being removed to a designated area of the classroom, away from other students. If the student then again demonstrates an orange behaviour, the student is required to move to the

wet area to work for a designated period and the student completes a self-reflection. Students should be adequately supervised in the wet area. It is important that the student completes the set work so as not to reinforce task avoidance.

### Specialist learning area classrooms

Specialist teachers follow the same processes as classroom teachers. Behaviours will transfer between classrooms and specialist classes using laminated Levels of Behaviour Charts. Teachers note students in the yellow, orange and red levels and number of infractions so that there is continuity of responses between classroom teachers and specialist teachers.

### Recording behaviour

Teachers record repeated yellow behaviours and all orange and red behaviours in Integris. Staff also complete the Teams form for orange behaviours to facilitate behaviour data tracking. Where there are concerns regarding ongoing behaviour, teachers will also record frequency data to inform future strategies and support.

### Communicating with parents

Teachers should maintain open communication with parents regarding a student's behaviour. Parents should be notified when their child demonstrates frequent yellow behaviours or orange and red behaviours. Specialist teachers should report any concerns to the classroom teacher to communicate with parents.

## Encouraging positive playground behaviours

*The Levels of Behaviour Chart – Playground* outlines the expected "green" playground behaviours and behaviours that are unacceptable in the playground (yellow, orange and red). This chart is clearly displayed in classrooms and play spaces. Students are explicitly taught the behaviours and they are reviewed regularly before play breaks. Students are also acknowledged and rewarded for positive playground behaviour.

### Playground incentives

**Faction Tokens:** Students receive faction tokens for demonstrating positive behaviours in the playground. Faction captains can also nominate students to receive faction tokens for demonstrating positive playground behaviours. Tokens are posted into the tubes in a prominent area and counted each term to be announced in assembly. The winning faction receives a reward at the end of each term.

A range of activities and play spaces are available for students at break times. Alternatives to playground play are available for students who choose to access them. These alternative activities also provide students with an opportunity to make positive choices regarding their behaviour and to learn/practice self-management and emotional regulation skills.

Friendship benches are located around the college. These provide safe spaces for students who are in need of a friend to play with at break times. Students are explicitly taught to how to use the benches and how to include a student who is looking for a friend to play with.

## Responding to inappropriate playground behaviours

All staff across the college are to respond consistently to unacceptable playground behaviours as outlined in the yellow, orange and red *Levels of Behaviour Staff Actions – Playground*. These levels of behaviour and consequences are explicitly taught to students and charts are displayed in all classrooms and play spaces.

Behaviour is tracked in the playground with the use of the duty records. The names of students demonstrating repeated (x2) yellow behaviours and orange and red behaviours are recorded for each break period. These are entered into the behaviour tracker and into Integris by the administration team.

Red behaviours or repeated (x2) orange behaviours result in a referral to administration. The decision regarding a consequence for a referral to administration is made by the leadership team and may include withdrawal from play breaks for a specified time, a play plan (e.g., a gradual return to play plan or a zones of play plan) and/or a suspension.

A gradual return to play plan will be considered for red behaviours or repeated orange behaviours and is intended for the student's gradual re-entry back into the playground following incidents. A gradual return to play plan is as follows:

- Day 1: withdrawal from the recess and lunch breaks.
- Day 2: withdrawal from half of the recess break and the lunch break.
- Day 3: withdrawal from the lunch break.
- Day 4: withdrawal from half of the lunch break.
- Day 5: return to full time play.

Alternative behaviour support strategies may be implemented for some students requiring Tier 2 or 3 support and/or for students with disability.

## Referrals to administration

When a student demonstrates repeated orange behaviours or a red behaviour either in the classroom or the playground, a referral to administration will be made. All staff should understand that this is a consequence reserved for repeated or serious inappropriate behaviours as described in the *Levels of Behaviour Staff Actions (Classroom and Playground)*. **Students should not be fast-tracked through the levels and every attempt should first be made to implement strategies to successfully support positive behaviour in the classroom or playground.**

A formal process will be undertaken following a referral to administration. Students are to present to the administration with an administration referral slip completed by the teacher. There will be an investigation of the incident, coordinated by a member of the administration team, and an appropriate consequence will be applied according to the severity of the behaviour and/or the student's behaviour record. Consequences will be applied as follows:

Administration Level 1	Withdrawal for a session/s, student self-reflection and letter of apology (where relevant). The focus is on de-escalation, self-reflection and restoring relationships.
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Administration Level 2	In school suspension for all or part of a day/s, student self-reflection and letter of apology (where relevant).
Administration Level 3	Out of school suspension for a specified period, student self-reflection and letter of apology (where relevant). A behaviour support plan is then developed.

For students requiring Tier 2 and Tier 3 intervention and/or support, alternative consequences/strategies may be applied.

Parents will be notified of any behavioural incident that results in a referral to administration. Notification will be via a Parent Notification Form for Level 1 consequences with an SMS to alert parents. Parents will be contacted by phone for Level 2 and Level 3 consequences. All behaviours resulting in an administration referral will be entered into Integris and into the behaviour tracker.

For students requiring Tier 2 and Tier 3 intervention/support, alternative strategies for communing with parents may be negotiated and implemented.

## Suspension

Out of school suspensions are at the discretion of the principal (or where the principal is unable to exercise the suspension, the authority to suspend is delegated to a Deputy Principal). The decision to suspend or exclude is made in line with the Department of Education's *Student behaviour in public schools policy and procedures*.

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 the 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 to better 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.

An automatic suspension will be applied to any student who:

- Attacks or initiates a fight (e.g., repeated punching or kicking) with another student.
- Records, publishes/uploads to social media a video of fighting involving students of a government school.

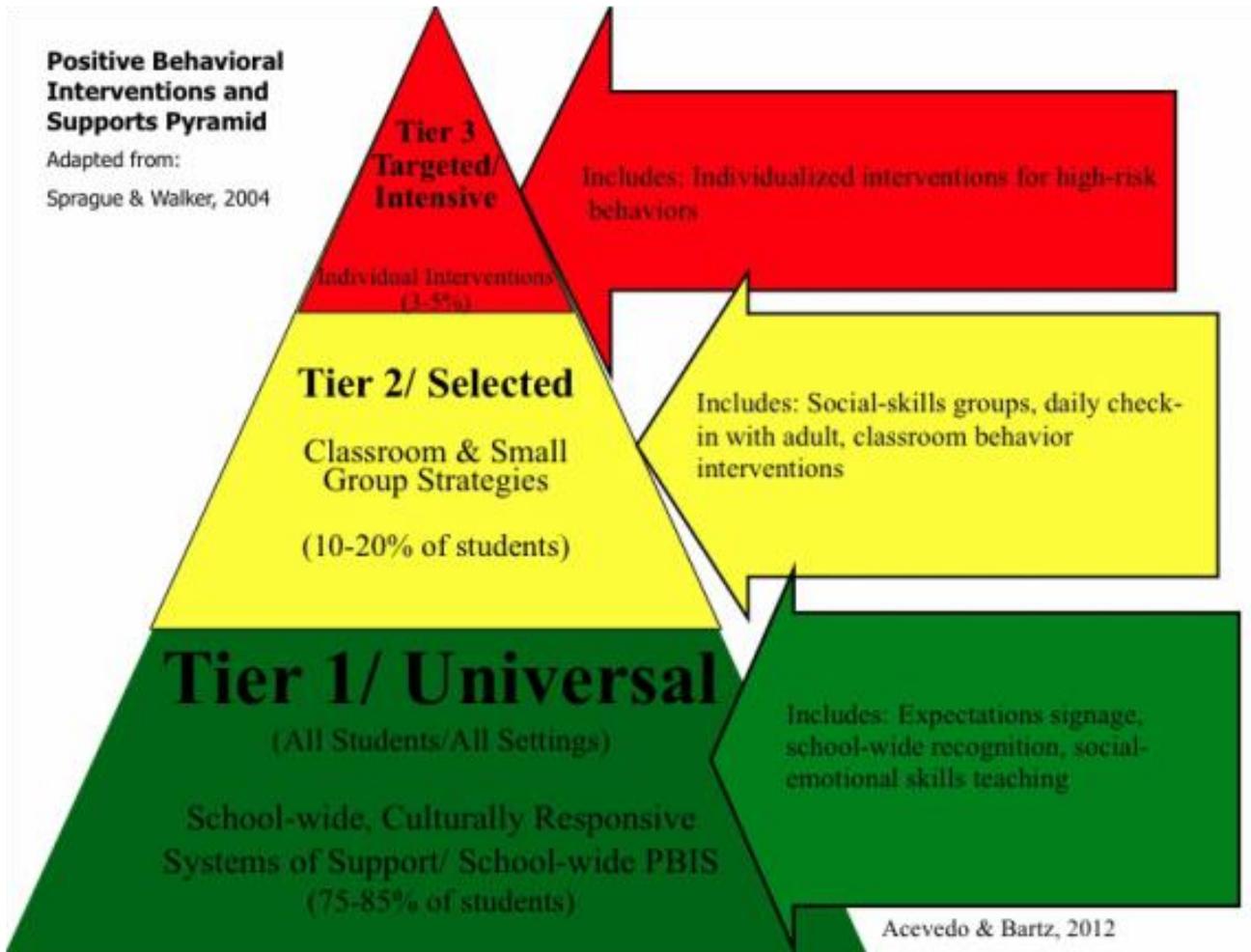
Physical contact with the intention to cause harm (e.g., punching, kicking) is not acceptable and a period of suspension may be applied, taking into consideration the student's age, disability (if relevant) and the student's situation, including risk-factors.

Following a period of suspension, parents will attend a re-entry meeting with the Principal or Deputy Principal.

## Promoting a supportive learning environment

At John Butler Primary College, we understand that behaviour is influenced by the learning environment. A continuum of support ensures we provide a positive and supportive learning environment for all students. The emphasis is on preventing behaviours that have a negative impact on learning through the following multi-tiered system of support:

- Tier 1: Universal college-wide systems of support for all students;
- Tier 2: Specialised classroom and/or small-group strategies for students with at-risk behaviour; and
- Tier 3: Intensive, individualized targeted intervention systems for students with high-risk behaviour



### Tier 1: College-wide systems of support

Tier 1 systems of support are universal, primary prevention strategies that are implemented college-wide to encourage and support behaviours that have a positive impact on learning. The following strategies provide students at John Butler Primary College with Tier 1 college-wide systems of support:

- Effective academic support
- Teaching social and emotional skills
- Teaching clear, explicit college-wide expectations for behaviour
- College-wide incentives, rewards and effective reinforcement systems
- Consistent college-wide responses to behaviours that have a negative impact on learning

- Effective classroom management strategies
- Active supervision and monitoring in common areas
- Alternative play spaces and activities and break times
- Effective behaviour tracking systems
- Use of multiple means of engagement, representation and action/expression in the classroom to support a universal design for learning.

### Tier 2: Specialised classroom and group strategies

Tier 2 supports are more specialised classroom strategies and/or small group intervention strategies for students with additional needs and/or high-risk behaviours. At John Butler Primary College, the following Tier 2 strategies are implemented to provide additional support for students who require it:

- Effective leadership of student services and support processes
- Intensive social skills training and support
- Teaching and scaffolding self-management, including social and emotional learning
- Receptive and expressive communication supports
- Increased academic support
- Environmental, instructional and curriculum teaching and learning adjustments that are responsive to students' needs (e.g., strategies for students with ASD)
- School-based mentors, including check-ins
- Consideration of alternative strategies to college-wide responses/consequences for inappropriate behaviours, including de-escalation strategies. These may be included in a documented plan / Individual Behaviour Support Plan.

### Tier 3: Intensive, individualised intervention

Tier 3 strategies are intensive, targeted and individualised for students. They are intended to support students with high-risk behaviours. Students requiring Tier 3 intervention and support benefit from the following strategies at John Butler Primary College:

- Leadership of an effective case-management approach
- Intensive academic support and/or social skills training in either the general classrooms, intervention programs, STEP (Specialist Transition Education Program) or the Education Support Program
- School-based adult mentors
- Individualised, function-based behaviour support plans, including escalation profiles where required
- Parent collaboration
- Multi-agency collaboration and support
- Consideration of function-based alternatives to college-wide responses/consequences for inappropriate behaviour
- Risk-management planning to ensure the safety of the student and others

## Bullying

John Butler Primary College takes an educative approach to managing and preventing bullying. The college's processes and activities promote the development of the values and behaviours that create and maintain inclusive, safe, supportive and respectful education environments.

It is important that students, staff and parents understand what we mean when we talk about bullying. Bullying is an **ongoing** or **repeated** misuse of power in relationships over time, with the intention to cause **deliberate** (on purpose) **psychological harm**.

It is also important that we use language that is consistent with an educative and supportive approach. Young students who engage in bullying behaviour are not always fully aware of the impact of their behaviour on others. The Department of Education promotes the use of affirmative language that supports the values of the *Western Australian Curriculum* (Health and Physical Education curriculum). The terms 'bullies' and 'victims' are not recommended as appropriate terminology to use when identifying, reporting, recording and responding to bullying incidents. It is important that bullying is seen as a behaviour. It is more appropriate to identify and label the unacceptable behaviour such as 'students who are bullied', 'students who bully others' and 'students who engage in bullying behaviour'. This will ensure that the unacceptable behaviours are addressed in a manner that supports the individuals involved to learn and demonstrate more acceptable social behaviours without the impact of enduring labels.

The JBPC Bullying Policy outlines our approach and procedures to prevent, respond to and resolve bullying.

## Good Standing

All students commence the school year with and retain good standing while demonstrating behaviours that align with the John Butler Primary College Behaviour Policy. Loss of good standing occurs after a suspension or series of behaviours that are not aligned with the John Butler Primary College Behaviour Policy. It is the responsibility of each student to maintain their Good Standing to ensure a learning environment that is positive, safe, respectful and supportive for all. The college has a proactive approach to support students to make these positive choices which is outlined in the JBPC Good Standing Policy.

## Managing high-risk behaviours

John Butler Primary College is committed to ensuring a safe learning environment for all. There is an emphasis on positive, proactive strategies to prevent and de-escalate behaviours that place the safety of others at risk. When these strategies are unsuccessful and students continue to demonstrate high-risk behaviours, staff may take such action (Regulation 38, School Education Regulations 2000), including physical contact with a student, as is reasonable to:

- a) Manage or care for a student; or
- b) Maintain or re-establish order; or
- c) Prevent or restrain a person from:
  - i) Placing at risk the safety of any person; or
  - ii) Damaging any property

## Physical Restraint

Physical restraint will only ever be considered as a last resort and when all other less restrictive strategies have been unsuccessful or:

In circumstances where a student's emotional or behavioural state prevents other strategies to maintain the good order of the learning environment from being successful;

Where that emotional or behavioural state poses imminent risk of harm to self or others or risks significant damage to property; and

For the minimum amount of time needed for the student to recover an emotional or behavioural state whereby less restrictive strategies may be successful.

(As outlined in the WA Department of Education *Requirements related to the Student Behaviour in Public Schools Policy D21/0023439*).

Any instance of physical restraint will be implemented in line with Department of Education's requirements described in the *Student behaviour in public schools policy and procedure*.

Where physical restraint is a planned risk-management strategy for a particular student, the use of physical restraint will be documented in a Positive Handling Plan for that student and parents will be consulted prior to implementation of the plan.

Any instance of physical restraint, whether it be as a planned risk-management strategy or an emergency response, **must be reported to the principal** (authority is delegated to the Deputy Principal in the absence of the principal) the day on which it occurred. A *Physical Intervention Report* must be completed by the staff member/s involved within 24 hours of the incident and submitted to the principal. An Online Incident Notification is submitted by the Principal or Deputy Principal. Parents are notified following any instance of physical restraint involving their child within 24 hours.

### Protective Isolation

Protective isolation refers to the involuntary isolation of a student from others within the school for the purposes of managing the risk of harm. It is **not** withdrawal, whereby a student may be withdrawn from classes, breaks or other school activities for the purpose of calming in circumstances where the student has become unable to self-regulate; for the purposes of self-reflection, learning from the incident and engaging in restorative practices; for the purposes of evaluating behaviour support and negotiating any adjustments that are required; or for the purposes of continuing a learning activity in a less stimulating environment (Regulation 127, School Education Regulations 2000).

Protective isolation can only be used as a planned, risk-management strategy following an application by the principal (after consultation with the parents, the Lead School Psychologist and any relevant support agencies) and approval by the Regional Executive Director or as an emergency measure when there is imminent risk of harm to self or others only when other, less restrictive strategies have proven unsuccessful (as per the *Requirements related to the Student Behaviour in Public Schools Policy D21/0023439* and in line with Regulation 38(a) and 38(c) of the School Education Regulations 2000 that provide that a school staff member may take reasonable action: to manage or care for a student; or to prevent or restrain a person who places at risk the safety of self or others).

Any incident involving the use of Protective Isolation **must be reported immediately to the principal** (authority is delegated to a Deputy Principal in the event the principal cannot exercise authority) and a **Protective Isolation Report** must be completed and submitted to the principal within 24 hours. An Online Incident Notification will be entered and parents will be informed following the use of Protective Isolation.

