

Whole School Positive Behaviour Plan



*growing through learning
active bodies, healthy minds*

Our School Vision

“We create a safe and friendly learning environment where children thrive and succeed.”

Karridale Primary Business Plan 2024-2026

Our Beliefs

At Karridale Primary School we:

1. Believe in inclusion and value student diversity
2. Believe student well-being and engagement are essential to student achievement
3. Believe in a shared responsibility for student success with school staff, parents/caregivers and the local community
4. Believe in equity and reconciliation.

These beliefs are consistent with the Department of Education – Teaching for Impact Overview

Our Purpose

In partnership with students, their parents/carers and the local community we share expectations and responsibility for creating safe, orderly, inclusive, supportive and culturally responsive environments that enable students to fulfill their learning potential.

The purpose of this plan is to support the development of a Growth Mindset where students are supported to be ready to learn and to work from a strength-based perspective. Perseverance and developing social skills are a focus. This is a shared responsibility of all staff members. Students are supported to co-regulate and ultimately self-regulate.

Positive interpersonal relationships are seen as vital to:

- maintaining expected behaviour (good standing)
- creating optimum engagement in learning
- maximising the impact of classroom teaching.

Regular communication is fundamental to creating connection and belonging for students, and for building relationships with each other and with their learning.

Good standing describes behaviour consistent with:

- our beliefs and values as outlined in this plan
- positive interpersonal and social skills
- contributing positively to the culturally responsive environment that is safe, orderly, inclusive and supportive.

Our Values

We enact the **Western Australian Values of Schooling**

- Respect and concern for others and their rights.
- Pursuit and knowledge and commitment to achievement of potential.
- Self-acceptance and respect of self.
- Social and civic responsibility.
- Environmental responsibility.

Our focus values as captured in the Business Plan 2024-2026 are:

<i>Friendliness</i>	<i>Connection</i>	<i>Kindness</i>	<i>Courtesy</i>	<i>Creativity</i>
<i>Inclusivity</i>	<i>Responsibility</i>	<i>Respect</i>	<i>Care</i>	<i>Resilience</i>

We acknowledge that **all students have a right to an education** that is equitable and embraces diversity. The right is enshrined in the United Nations Conventions on the Rights of the Child.

We ensure that student **access to the high-quality education** that is their right is not altered by differences in terms of characteristics such as ethnicity, language (linguistic background), culture, gender, socioeconomic status, disability, sexual orientation or geographic location.

Our Approach

We use procedural fairness and multitiered systems of support (MTSS) that are responsive to student needs, build capacity of staff through training and support students by strategic use of proactive strategies at each Tier. The Berry Street Model has 6 domains of support and is a useful model to represent our beliefs and agreements about how we successfully improve all students' self-regulation, growth and academic achievement.

Restorative approaches

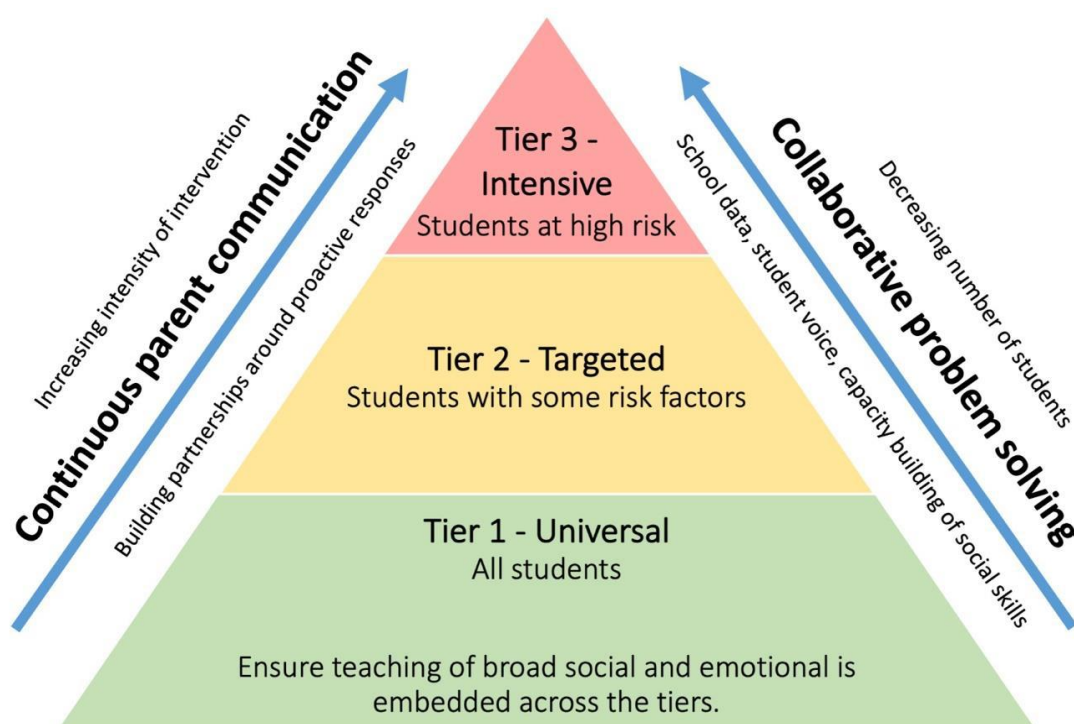
Restorative approaches are a way of thinking and interacting that puts relationships at the centre of all actions and decisions. Restorative approaches are:

- empathetic,
- responsive to need,
- view conflict as opportunities to learn and grow, and
- build accountability for actions and processes to repair harm.

Restorative approaches support debriefing and instruction for all students at each Tier of support.

Multi-tiered systems of support

The school utilises multi-tiered systems of support that are responsive to student needs.



Tiers of support

Tier 1 responses are universal, preventative and proactive school-wide management strategies designed to meet the needs of all students and promote the continuation of Good Standing. Tier 1 supports reinforce pro social behaviour, wellbeing and positive interactions and development so we can all thrive and succeed. For example,

- a set of well understood rights and responsibilities
- systems of monitoring and correcting expected behaviours
- arranging teaching and learning environments to ensure success for all students
- Visual posters are used to describe school expectations and displayed around the school eg OAR /BED, "We agree to", statement of Rights and Responsibilities
- Visual Prompts-use of consistent images (Board maker) to aid instruction, refocusing and prompting. Display boards, lanyards, individual student symbols on desk.
- CMS strategies are used in classroom eg – proximity, wait-time, call to attention etc
- Teaching For Impact: Differentiation-catering for individual learning needs through differentiated learning and a tiered approach as documented in Learning Area Plans and individual student learning plans.
- Teaching of social and emotional learning-eg Zones of Regulation, Challenges and Choices, Bounce Back, value for the day related to the School Values.
- Use of trauma informed practices eg Berry Street Education Model. Teach routines across the school including classroom strategies such as teaching consistent predictable routines with regard to entrance routines, routines for the room, transition routines, fun routines, routines for bumps in the road and exit routines.
- Professional learning: eg Child-Protection-Abuse prevention online training (All-staff trained and current), First Aid training is current, Complex Case Management, Berry Street, Trauma Informed Practice.
- Staff wellbeing initiatives so that staff have the capacity to self-regulate, stay calm and manage their own lives so they can thrive in the challenging and changing school environment.
- Structured Health lessons in school health plan
- Buddies Lessons focusing on social wellbeing and timetabled weekly.
- Ready to Learn Plan for students needing Tier 2-3 support
- Use the Morning Circle to commence the day as a routine
- Using Brain Breaks to rewire the brain ready to develop a Growth Mindset. Suggested activities include use of Popsticks activities, short teacher-led movement, Berry Street Brain Break books ideas
- Visual classroom timetable and use of daily, lesson and activity schedules to support students.
- Use of Reinforcers and Rewards (these are different things)
- Staff use agreed key word signs commencing with listen yes no finished sit and work.
- Teach interoception through movement activities – include them as brain breaks. Refer to Interoception and self-regulation (studentwellbeinghub.edu.au)
- School Chaplaincy Program.
- 2 minute mentoring
- Ed Connect Mentoring Program

Tier 2 responses and practices provide targeted support for students needing more than Tier 1 supports. The focus is supporting those at risk of not reaching their potential by addressing targeted skills. This may be for a group or an individual. This helps students develop the skills needed to benefit from universal school programs.

- Follow through with Classroom and School Behaviour Policies – providing students with a choice if they are not displaying an expected behaviour to reinforce the expectation
- Individual Student Behaviour Plan to document strengths expectations and changes
- Reflection Sheets for Inside and Outside Classroom Behaviours-refine with strengths and ways adults can assist coregulation
- Conference with staff members for re-teaching and reinforcing expected behaviours

- Gather frequency data to establish baselines, develop targets and then to monitor over time.
- On-going Staff Professional Learning eg refresh Team Teach.
- Ziggerat Model – Co-regulating strategy to ensure My Learning Plan can be accurately updated
- Visual Prompts
- Use of Reinforcements and Rewards
- Collaborative Problem Solving addressing specific students is undertaken at staff meetings.
- Key word signing prompts
- Document Co-regulating strategies
- Specific short scripts used by the adults are included in children's learning Plans.

Tier 3 responses and practices receive more intensive, individualised support to improve behaviour and academic outcomes. Function based behavioural assessments and Behaviour Support Planning are used to understand and support challenging behaviours. Staff use available supports for students with complex challenges.

- Individual Learning Plans are refined
- Ziggerat Model – Providing information for completing a Functional Behavioural Analysis
- School Psychologist Case Conferences and Parent-Teacher Case Conferences.
- Liaising with professionals outside of the school to support the student(s) – health professionals, social worker/counsellor, SEN/D etc
- Loss of Good Standing – Loss of certain school privileges
- Refresh specific Professional Learning
- Use of Reinforcers and Rewards
- Visual Prompts
- Key word signing prompts
- Include parents in sharing and developing plans, and monitoring and reviewing plans.

Good Standing

Loss of Good Standing occurs after a suspension or a series of misbehaviours that are not aligned to school behaviour plan has taken place. Examples of such behaviour may include:

- Wilful offence against property, including the act of theft.
- Starting a fight
- Making physical contact with intent to harm another student or staff member
- Threatening, harassing, abusive, intimidating, humiliating, offensive or insulting language directed towards any member or group of the school community.
- Refusal to comply with teacher directions.
- Substance misuse and illegal substance offences.
- Recording, distributing or uploading images or videos of students, parents or staff on school premises without their knowledge and/or permission is an invasion of privacy eg through mobile phone use. Videoing a fight on the grounds or off site where there is reasonable nexus between the incident and the school, with the intention of publishing on social media. Students found to be recording, distributing or uploading will be immediately suspended.
- Incidents involving weapons deemed to be prohibited or controlled.

Refer to Student behaviour in Public Schools Policy-Procedures for Suspending a student.

To support the student to return to good standing within the school community, a restorative and educative return to school process is documented and implemented in a plan. A re-entry or Individual Plan focussing on the identified areas for improvement that includes strategies, milestones and desired outcomes will be created.

Good standing will be reinstated after such a period as decided by the Principal.

Roles and Responsibilities

All members of the school community have responsibilities that are enacted to create a safe, supportive and positive learning environment where children can succeed and thrive. A restorative approach ensures individuals take responsibility for their own behaviour.

All Staff Members

- Take reasonable care for the safety of students and colleagues.
- Promote a culture of care that supports the individuals in the school community through communicating the rights and responsibilities of all to engage in building positive behaviour.
- Ensure all decisions are made according to the restorative principles, systems and approaches.
- Demonstrate accountability for evidence-based decision making, record keeping, reporting and referral to appropriate support agencies.
- Implement the School Positive Behaviour Plan, Individual Documented Plans and Risk Management Plans with consistency.
- Model appropriate conflict resolution, restorative practices and problem solving
- Provide students with complex needs intensive behaviour support.

Class Teachers

- Develop a class Positive Behaviour approach consistent with the school plan, in consultation with students so that students feel welcomed, safe, and experience a sense of belonging
- Participate in the development, implementation, monitoring and reviewing of Individual Documented Plans and Risk Management plans to assist students where their unique strengths and talents are understood, valued and nurtured.
- Implement agreed school plans for developing behaviour outcomes, resilience and social skills consistently. (Refer to the Health Policy and Scope and Sequence document.)
- Communicate with parents to keep them informed of decisions affecting their child's health and well being, including progress within Positive Behaviour Plans as appropriate.
- Undertake ongoing professional learning to ensure approaches and expectations are current and are implemented consistently across the school.
- Value the voice of the students, parents and colleagues in decision making.

Principal

- Engages the school community in a process of review of the School Behaviour Plan annually, or as required to identify, document and understand responsibilities consistent with the school values and expectations of behaviour.
- Maintains cohesion of behaviour supports for students, contexts and teachers. That is, is responsible for a consistent approach being used across the school.
- Participates in and supports the implementation of class plans.
- Promotes the values, virtues and expectations through assemblies and newsletters, including providing all families with the Rights and Responsibilities and Code of Conduct each year.
- Coordinates case conferences, referral to support agencies and arranges interviews and meetings as required to support students with complex needs and intensive behaviour supports.
- Monitors and recognises improvement in behaviour through informal check ins and planned check ins and acknowledges student achievement.
- Positively supports students regarding specific skills being developed through Individual Behaviour Plans as required.
- Records incidents on the Department's Incident notification system when appropriate to do so.

- Ensures teachers and education assistants have access to and undertake professional learning as required.

Parents

- Read and discuss the behaviour expectations document (Our Rights and Responsibilities and Let's Keep Our School Safe and Friendly) with their children. Optimum learning opportunities is the goal for everyone where children can succeed and thrive.
- Ensure your child/children attends school, unless ill.
- Ensure your child has adequate sleep and good nutrition.
- Provide appropriate materials and support for your child/children to access the learning environment at school eg supply personal belongings such as hats, pens and pencils and can come to school with adequate sleep food and hydration.
- Approach teachers to discuss issues before concerns arise.
- Use behaviours consistent with the school behaviour expectations when communicating with school personnel, including students.
- Support the school's Positive Behaviour Plan through participating in arranged meetings/phone meetings when requested to do so and when parents have initiated the meeting.
- Keep Karridale Primary a smoke free and dog free zone.

Visitors

- Visitors are expected to sign in and sign out at the office.
- Visitors are expected to respect a No Dogs Policy and No Smoking at the school, and when attending school excursions.
- Visitors are expected to enact the rights and responsibilities as outlined in this plan with favourable intent, to ensure a safe environment for all, where children can succeed and thrive.
- Model appropriate conflict resolution, restorative practices and problem-solving strategies to resolve conflict and differences when engaged with school matters.

Students

- Feel their unique strengths and talents are understood, valued and nurtured
- Have a voice in decision making
- Learn to take responsibility for their actions and behaviour
- Feel a strong sense of purpose as learners and connection with the wider school community
- Are not discriminated against on the basis of a behaviour as a manifestation of disability.

Monitoring of the Plan

The effectiveness of this plan is monitored each year using a variety of strategies and tools as described in the *Karridale Primary School Self - Assessment for Improvement and Accountability Plan 2024-2026*.

- Student behaviour records in SIS are produced each semester. Data is entered throughout the terms, including positive recognition, and summary tables created prior to reporting to parents.
- Student ratings on the Attitude Behaviour and Effort rankings on the semester reports are also tallied and considered and where appropriate, decided collaboratively based on monitoring data.
- Student surveys and responses are analysed and responded to as required. Surveys include: Connectedness to School, Growth Mindset and Questions About The Kids at Karridale Primary School.
- Student Behaviour and learning is a regular agenda item at each staff meeting and children needing extra support are monitored and actions planned through this process.
- Staff members act immediately whenever they see students requiring support or support is requested.

In Summary

Engage

- **Engage** the whole school community as partners in building a culture of positive behaviour.
- **Encourage** Students, families and school staff are encouraged to have a voice in determining overarching beliefs, values and underlying principles, systems and practices of building positive student behaviour within the school community.

Empower

- **Maintain** a positive, optimistic view of children and youth, nurturing existing strengths and supports within the school community to foster positive behaviour and engagement.
- **Foster** opportunities for student growth:
 - Safety and belonging (school connectedness)
 - Achievement/competence/mastery /focus on strengths)
 - Autonomy and responsibility (a voice in decision making and meaningful roles in the school)
 - Generosity and purpose (connectedness to the broader community needs)
- **Build** organisational systems of support for staff and capacity to teach social and emotional learning through the implementation of positive behaviour practices.

Embed

- **Responsive** systems and practices to support a culture of positive behaviour
 - Develop and document a tiered responses continuum of supports and for our most vulnerable students.
 - Include stakeholders in exploring options
 - Refer to whole school data to inform responses
- **Restorative** systems and practices to support positive relationships
 - Consider conflict as a normal part of life that offers a teaching opportunity
 - Apply logical fair consequences for teaching behaviour over managing behaviour
 - Do with students rather than to/or for them.

Being a small school, we work together responsibly and respectfully to resolve difficulties to minimise impact and to create and maintain a safe and inclusive environment free of violence.

Further Supports in IKON

Refer also to the DoE documents found in IKON called *Student Behaviour in Public Schools Policy* and *Student Behaviour in Public schools Procedures and Requirements Related to the Student Behaviour Plan in Public Schools Policy* for information specific to the following areas:

- Withdrawal of a student from classes, breaks or other school activities
- Suspension of a student from attending school
- Implement good standing
- Detention of a student after school
- Exclusion of a student from attending school
 - Recommendation for Exclusion
 - Considering a student for Exclusion
 - Review Recommendation to exclude a student
 - Action a decision to exclude a student
 - Exclude a post-compulsory student
- Physical restraint of a student
- Protective isolation of a student for Purposes of Managing Risk of harm
- Personal use of Mobile Electronic devices
- Respond to a student who brings a weapon to school
- Breaches of Discipline by students suspected of being intoxicated
- Breaches of Discipline by students suspected of being in possession of alcohol/ drugs
- Behaviour and Attendance
- Behaviour and Disability



Our Rights

All members of the school community have the right to be:

1. Treated in a friendly and respectful way.
2. Able to access the help they need.
3. Included, no one is left out.
4. Safe at school.
5. Cared for by others.

Our Responsibilities

All members of the school community have the responsibility to:

1. Be kind, friendly and respectful towards others.
2. Keep our school safe. Be quiet and move away when you feel uncomfortable.
3. Own our choices and our behaviour.
4. Ask for help when it is needed.
5. Show care towards others.

Let's keep our school safe so we can thrive and succeed

1. Walk safely around the school.
2. Sit down when eating.
3. Play in the play areas during school and after school, (if you are here supervised by an adult).
4. Show respect for the environment by putting all rubbish and recycling in the correct sorting bins.
5. Wear your hat outdoors and play in the shade if you don't have your hat.
6. When the bell rings, move to class.
7. Walk with bikes when in the school grounds.
8. Make sure an adult is with you when you are inside any of the buildings.
9. Mobile phones are "off and away" and in the office if brought to school.

Let's be friendly and kind so we can thrive and succeed

1. Be respectful, kind and friendly, including when sorting out problems with others.
2. Ask for help when you need it and offer help to others when you can.
3. Follow directions given by an adult.
4. Show care towards others.
5. Student digital devices are to be switched off and left in bags when at school.
6. Be responsible and come prepared for lessons with personal belongings each day.
7. Leave your toys and sporting equipment in your bag and use with teacher permission.

*Policy Date: 2016
Review date: last updated 1 December 2016
Drafted by Fiona Cormack (Principal)
Final Consultation with staff 30 November 2016 and School Board Term 4 2016
Reviewed 2018
Reviewed and modified Semester One 2019 (Include Good standing and responses Minister's 10 Point plan re Violence in Schools)
DOE Mobile Phone policy-incorporated Term 1 2020
Reviewed term 2 2022 FC
Reviewed FC Term 2 2023 and presented to staff as part of the process of review and refinement prior to introduction across the system 17 July 2023
29 August FC and KG
October 2024 FC*