



Positive Behaviour Support

Wembley Downs Primary School

Reviewed October 2024

RATIONALE:

Positive Behaviour Support (PBS) is a positive school-wide approach to behaviour management. It builds on and integrates a range of existing strategies to improve behaviour, learning and safety. It's a proactive approach whereby expected behaviours are explicitly taught, allowing students to make better choices. PBS is an evidence based approach which focuses on early intervention and emphasises self-discipline.

Wembley Downs Primary School Expected Behaviours are:

- Be Respectful
- Be Responsible
- Be Your Best
- Be Caring and Safe

The purpose of PBS is to support the school vision and encourage ownership from the whole school community to develop:

- A positive, respectful culture, which supports a safe learning community;
- A common, shared language to encourage expected behaviour, that is explicitly taught and monitored;
- Clear expectations and a consistent approach to support achievable goals valued by the wider community; and
- Citizens who are equipped to make positive and confident choices now and in the future.

Expected Behaviours Matrix & Procedures

These expectations and procedures are a vision of responsible student behaviour and social competence. Agreed upon expectations and procedures promote consistency across staff through a common language and assists educators to be proactive in recognising students behaving responsibly. The systematic teaching of the expected behaviours and procedures must be a routine part of the school day. This teaching uses the same methods as teaching academic skills, through modelling, practice, and feedback. Lesson plans, teaching schedules and special activities and events will be ongoing to guide the teaching of the expected behaviours and procedures.

WDPS BEHAVIOUR MATRIX			
BE OUR BEST			
<p>We take pride in our work and school We show resilience We are motivated learners We value participation in community events We do our best to achieve our goals</p>			
	BE CARING AND SAFE	BE RESPECTFUL	BE RESPONSIBLE
INSIDE	<ul style="list-style-type: none"> • We keep our hands and feet to ourselves • We wash our hands thoroughly • We consider others personal space 	<ul style="list-style-type: none"> • We follow instructions of all teachers • We are whole body listeners • We raise our hand and wait to speak • We support everyone's right to learn • We leave the toilets tidy and ready for other people to use 	<ul style="list-style-type: none"> • We are organised and well prepared • We stay on task • We ask for help when needed • We use the toilet area, turn off taps, put paper towels in the bin and leave promptly • We are patient, honest and punctual • We ask questions and seek feedback
OUTSIDE	<ul style="list-style-type: none"> • We use all equipment safely • We take turns and share • We walk on all paved areas, including with our bikes and scooters • We are road wise and wear a helmet when on a bike or scooter 	<ul style="list-style-type: none"> • We include others in our games • We know the rules and play by them • We take care of equipment • We line up and move quietly around the school • We put up our hand after eating and wait patiently for the duty teacher to dismiss us • We leave our areas clean when we are finished 	<ul style="list-style-type: none"> • We are sun smart and find shelter when it is raining • We move promptly to class on the siren • We line up quietly outside our class • We zip up and store our bags neatly with our lunch boxes • We put our rubbish in the bin • We follow canteen procedures
COMMUNITY	<ul style="list-style-type: none"> • We are cyber safe • We encourage and support each other and make everyone feel safe • We co-operate with each other • We work together to resolve conflict • We follow community rules and expectations • We talk to an adult we trust about things that don't feel right 	<ul style="list-style-type: none"> • We are polite and well-mannered • We take care of school, personal and other's property • We respect differences • We respect one another's property and privacy • We show good sportsmanship 	<ul style="list-style-type: none"> • We consider the consequences of our behaviour • We report inappropriate or unsafe behaviour • We follow our school dress code • We represent our school with pride • We are good role models to others

ROLES & RESPONSIBILITIES

Leadership Team Members role:

- Maintain and support the PBS team.
- Ensure all teachers consistently implement the Expected Behaviours Matrix and whole school procedures.
- Support teachers with implementing the Student Behaviour Referral Process.
- Ensure that the Expected Behaviours Matrix, whole school procedures and Student Referral Process are visible around the school and disseminated to the school community.
- Ensure that IBP / Risk Management plans are in place for students at risk with severe behavioural problems, including students who are at risk of suicidal behaviour and/or non-suicidal self-injury.
- Ensure that suspensions and exclusions are end of the line management practice and utilised in accordance with Department of Education policy, adopting the **Good Standing Requirements**.
- Review Plan for Whole School Positive Student Behaviour Support at least annually, and whenever school data indicates the need; and
- Report to the school board on the school's performance in behaviour support.
- Display weekly focus throughout school e.g. PPT, notice boards, office TV etc

Teachers' role:

- Participate in the development, implementation and review of the school's plan for Whole School Positive Student Behaviour Support.
- Establish a positive classroom/school environment.
- Be caring, kind, fair but firm.
- Model respectful, courteous and honest behaviour.
- Establish positive relationships with students, parents and other staff.
- Explicitly teach, monitor, reinforce, remind and reteach the expected behaviours listed in the Expected Behaviours Matrix and whole school procedures and consequences – Present focus on the week on Mondays using PPT, and reinforce throughout the week.
- Follow the steps outlined in Student Referral Process.
- Report and record student progress and concerns to parents
- Classroom Teachers and Specialist Teachers to have clear communication about student behaviour in specialist classes.
 - Classroom Teachers to share Individual Behaviour Plans.
 - Classroom Teachers to support where needed.
 - Specialist Teacher share positive behaviours with Classroom Teachers.
 - Regular feedback to Classroom Teachers.
- Celebrate successes, whether it be good behaviour or good work.
- Establish and maintain an IBP for students who reach that part of the process.

Student Leaders' role:

- Student councillors will explicitly explain key expected behaviours and procedures at each PBS assembly and weekly PA announcements.

Students' role:

- To display expected behaviours and follow procedures.

Parent's role:

- To support the student's Positive Behaviour Support plan.
- To discuss concerns with their child's teacher.

PARENT COMMUNICATION

- Begin the year with a class meeting, inviting all parents to develop a positive relationship (to be held within the first few weeks).
- Contact parents on an individual basis e.g. interviews, notes, newsletters.
- Include positive parental contact.
- Merit Certificates presented at assemblies for social and academic achievements.
- Recognise individual student achievement in the newsletter- weeks 6 & 10
- Information regarding the school's processes outlined in the newsletter and available on the school's website.

REWARD SYSTEM

Encouragement Systems

We use both intrinsic and extrinsic motivation to give students the opportunity to learn and contribute, build relationships, and pride in their learning.

PBIS Points

The PBS fundamental message is to promote positive behaviours. These behaviours need to be monitored and rewarded accordingly. The Wembley Downs Primary School encouragement system is based around the philosophy that our school community is united, cohesive, engaged and happy. We are a school and community learning together. We award points through the PBIS App which can be done on a phone or desktop.

Classroom Reward

Individual classes/teachers will award students using the PBIS app. Reward systems within the classroom are determined by the teacher depending on their preferred approach. Specialist classes can also award points to each student.

Individual Reward

Top earning students in each year will be listed in the newsletter in Weeks 6 and 10.

At the end of each term, 3 students in different year levels with the most number of points or most improvement of points get to pick one of the PA songs to signal break times.

Term 1 & 3- Year 2, 4, 6

Term 2 & 4- Year 1, 3, 5

Faction Reward

Students earn points for their faction by exhibiting our expected behaviours. Point updates will be given at assemblies by the Faction Captains Rewards. Rewards are given once they reach a certain amount of points, not at the end of each term.

10,000 points = 10 minutes free play

20,000 points = 20 minutes free play

30,000 points = Icey Poles

40,000 points = Free Dress

**Rewards are under review in consultation with staff and students*

Kookaburras – Specialist Awards.

At each PBS assembly, the specialist teachers will each award a class that has best demonstrated one of our expected behaviours of Be Respectful, Be Responsible, Be Your Best and Be Caring and Safe. One of our Mascot Kookaburras will go awarded to the nominated classrooms to visit until the next assembly.

Merit Certificates – To be awarded to two students in each class at whole school class assemblies.

Citizenship Awards- To be presented to one student at the end of term assembly, by Classroom Teachers.

Student Behaviour Referral Process

Classroom
<p style="text-align: center;">Level 1</p> <p style="text-align: center;">(Not following school or behaviour expectations outlined in the Behaviour Matrix)</p> <ul style="list-style-type: none"> ● Low key response given ● Verbal reminder of expected behaviour. ● Warning Card 1- Student given chance to make better choices ● Warning Card 2- In class time out ● Warning Card 3- move to level 2
<p style="text-align: center;">Level 2</p> <p style="text-align: center;">(Repetition of behaviours)</p> <ul style="list-style-type: none"> ● Warning Card 3- Reflection completed in buddy class and minor form completed by teacher ● Minor Behaviour Referral Form goes home to parent for signing. ● Classroom Teacher facilitates restorative practice conversation when appropriate. ● Classroom Teacher to enter behaviour into Integris in the Parent Contact section. Send home Minor Behaviour Referral Form to Parents/Carers. ● If behaviour continues, proceed to Level 3.
<p style="text-align: center;">Level 3</p> <p style="text-align: center;">(Includes: Continued repetition of behaviours, Major Behaviours – verbal abuse, intimidation, bullying, physical harm to others, leaving school grounds)</p> <ul style="list-style-type: none"> ● If student repeats same behaviour on one day they are sent to the office with Major Behaviour Referral Form. ● Red Admin Card if you require Leadership Team Assistance. ● Alert Deputy Principal. ● Leadership Team applies appropriate intervention (loss of privilege, withdrawal, suspension, loss of good standing) ● Leadership Team documents on Integris-Behaviour Module. ● Leadership Team informs parents.

Outside
<p style="text-align: center;">Level 1</p> <p style="text-align: center;">(Not following school or behaviour expectations outlined in Behaviour Matrix)</p> <ol style="list-style-type: none"> 1. Low key response given, and student reminded of expected behaviour. 2. Verbal Warning.
<p style="text-align: center;">Level 2</p> <p style="text-align: center;">(Repetition of behaviours)</p> <ul style="list-style-type: none"> ● Behaviour continues – student to walk with teacher or sit out of play. ● Inform Classroom teacher at the end of break. ● If behaviour continues, proceed to Level 3.
<p style="text-align: center;">Level 3</p> <p style="text-align: center;">(Includes: Continued repetition of behaviours, Major Behaviours – verbal abuse, intimidation, bullying, physical harm to others, leaving school grounds)</p> <ul style="list-style-type: none"> ● Send Red Admin Card to office with a responsible student. ● Alert Deputy Principal. ● Leadership Team to intervene. ● Leadership Team applies appropriate intervention (loss of privilege, withdrawal, suspension, loss of good standing) ● Leadership Team documents on Integris-Behaviour Module. ● Leadership Team informs parents.

WDPS BEHAVIOUR REFERRAL PROCESS

Low Key Response
Please stay on task

Verbal Reminder
Remember to stay on task



1st CHANCE CARD
Your chance to get back on track

2nd CHANCE CARD
Your behaviour is your choice. Make the right one



RED CARD
Reflection class and minor referral form to go home to parents

Return To Class

Behaviour Corrected!

Behaviour Continues
Student sent to office with major referral form

WDPS OUTSIDE OUR REFERRAL PROCESS

Verbal Chance

Walk With Me

Buddy Bench

Major Form

Return To Class

Behaviour Corrected

Behaviour Continues



3. Behaviour
Prompt Cards.pptx

Behaviour Prompt Cards



5. Minor Behaviour
Referral Form 8.9.22

Minor Behaviour Referral Form (Appendix C)

A Minor Behaviour Referral Form will be issued to a student who continues to display inappropriate behaviour, after a variety of strategies have been implemented. Once students reach the 3 visual warnings, they will need will go to Reflection class and complete a Reflection Sheet.



6. Major Behaviour
Referral Form 8.9.22

Major Behaviour Referral Form (Appendix D)

Major behaviours will be dealt with by the Leadership Team and form completed by Classroom Teacher.

Restorative Practice

Restorative approaches are a way of thinking and interacting that puts relationships at the centre of all actions and decisions. Restorative approaches are empathic, responsive to need, view conflict as opportunities to learn and grow, and build accountability for actions and processes to repair harm.

Restorative approaches contribute to:

- building a culture of positive behaviour
- the safety of all members of that community.

Restorative Approaches

- are a way of being, thinking, interacting, teaching and learning – with building and restoring relationships at the centre of decisions and actions
- create a sense of community in the school environment
- meet the needs of students
- view conflict as learning opportunity at all levels
- focus on the need to repair harm that has occurred
- develop empathy and
- reinforce self-regulation

3 key questions form the basis of an on the spot restorative conversation:

- What has happened?
- Who has been affected, and how?
- What are you going to do to sort it out?

Good Standing Requirements

The processes embedded within good standing requirements are underpinned by the following 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 and responsiveness is key to creating learning communities to mutual respect and inclusion.
- A restorative approach leads to individuals taking responsibility for their behaviour.

The following provides an outline of key processes in implementing good standing requirements:

Share responsibility

In partnership with students, their parents/carers and the local community, establish shared expectations and responsibility for behaviour. The school's student behaviour plan and good standing requirements should be communicated as part of this responsibility.

Good standing

- All students commence with and retain good standing while exhibiting behaviours that align with the school's values and beliefs (*Care~Respect~Challenge*) as articulated in the school's behaviour plan (*Be Respectful, Be Responsible, Be Your Best, Be Caring and Safe*).

Loss of good standing

- Loss of good standing occurs after a suspension or series of behaviours that are not aligned with the school student behaviour plan. These behaviours must include, but are not limited to:
 - starting a fight
 - making physical contact with the intention to harm another student or staff member
 - videoing a fight in the grounds of the school or off-site where there is reasonable nexus between the incident and the school, with the intention of publishing on social media.
- Students who breach the school student behaviour plan will have privileges removed such as being banned from school social activities.
- This should involve a discussion with the student and/or their parent/carer to highlight the issues that led to the loss of good standing.

Re-instate good standing

- Implement a restorative and educative return to school process to re-establish positive behaviour.
- Develop a re-entry and/or individual behaviour plan focusing on the identified areas for improvement citing strategies, milestones and desired outcomes.
- Re-instate a student's good standing after such period as decided by the Principal.