SUPPORTING POSITIVE BEHAVIOUR PLAN

Department of Education Policy Statement 2023

Creating, safe, inclusive, orderly, supportive and culturally responsive environments that enable students to fulfill their learning potential is a responsibility shared by all members of the public schooling system and school community.

Positive student behaviour is essential to promote engagement in learning and maximise the impact of classroom teaching.

Purpose

Department of Education schools provide every student with the educational support they need to learn and maintain positive behaviour.

The Supporting Positive Behaviour Plan has been designed in accordance with the Department's Policy and Guidelines. At Edgewater Primary School our aim is to maintain a restorative culture in the school where students are actively engaged in the curriculum and feel cared for by school staff and develop a sense of belonging to the school.

Our plan highlights positive relationships between staff, students and the wider community characterised by trust, mutual respect, and tolerance. Our focus is to teach students to take responsibility for their own behaviour and to have respect for the rights of others.

This document will be reviewed annually.

At Edgewater Primary School we value

- High expectations
- A strong sense of community
- A safe and happy learning environment
- Respecting ourselves, each other, and belongings
- Rights, responsibility, and resilience
- Health and well-being of one another
- Tolerance of one another
- Truth

This is a whole-school approach.

Rights

All staff, students and community members have rights within our School Community.

Students have the right to

- Respect, courtesy, honesty, and fair treatment
- Learn in a safe, secure, friendly environment.
- Learn in purposeful, supportive, and non-disruptive environment.
- Access a meaningful curriculum.

Staff have the right to

- Respect, courtesy, honesty, and fair treatment.
- Work and teach in a safe, secure, friendly environment.
- Work and teach in a purposeful, supportive, and non-disruptive environment.
- Cooperation and support from parents and the school community.

Parents have the right to

- Respect, courtesy, honesty, and fair treatment.
- Be informed of learning overviews, behaviour management procedures, and decisions affecting their child's safety, health, and wellbeing.
- Be informed of their child's progress.

Responsibilities

Principal and Associate Principals

- Support the communication between teachers and parents/carers.
- Consistently adhere to the positive behaviour policy of the school
- Support teachers in implementing the behaviour management plan.
- Be proactive in supporting staff to manage students with challenging behaviours when required.
- Liaise with teachers and review supporting positive behaviour management plans and to track behaviour data and implement strategies to address areas of need.

Staff

- Model respectful, courteous, fair and honest behaviour.
- Communicate behaviour concerns and support to the administration team.
- Be aware of, and consistently adhere to, the positive behaviour policy and procedures of the school.
- Actively supervise students and provide a purposeful and engaging education program for them.
- Communicate proactively with parents/carers to promote positive relationships to support learning and behaviour.
- Have clear expectations of students for learning and behaviour, communicate these in a positive manner and reinforce these in a consistent manner.
- Display and discuss student agreements for learning and behaviour in the classroom and playground.
- Explicitly teach school values, positive social skills and positive behaviours; and
- Provide a positive, safe and secure learning environment.

Parents/Carers

- Ensure that their child attends school regularly.
- Support the school to maintain a positive and productive learning and teaching environment.
- Model respectful, courteous, fair and honest behaviour.
- Inform the school of any issues or concerns which may arise that effect their child's learning.
- Ensure that their child is provided with appropriate materials to make effective use of the learning environment.

Groups and Strategies which Support Positive Behaviour

- Merit Certificates
- Aussie of the Month
- Leadership Groups
- Community Picnics
- Open Night
- Parents and Citizens Association
- Whole School Activities
- Parent Helpers/School Volunteers

- School Board
- School Finance Committee
- Teacher Staff Meetings
- School Newsletter/Website
- School Assemblies
- Be You Mental Health and Well Being Resources.
- Chaplaincy Programme

Expected Behaviours

Teachers will work with their classes to outline what agreements would look like in action and in the playground/school community. This allows for age-appropriate descriptions to be created.

Students agree to

- Take care of equipment and use it for its intended purpose.
- Wear the school uniform.
- Move safely around the classroom and school.
- Show respect and use manners, courtesy, and kindness.
- Follow teacher instructions and classroom/school routines.
- Use their skills to resolve conflict and ask for help when needed.

Classroom Expectations

Levels of Behaviour

All teachers will develop a plan for Supporting Positive Behaviour in their classroom based on the Levels of Behaviour model.

Levels of Behaviour is a framework used within the classroom that engages students with teachers in developing common understandings and language of behaviour and consequences. The purpose is to re-engage students, not to punish them. The framework facilitates the following outcomes:

- Shared understanding of class purpose.
- Explicit understandings of behaviours that support class learning.
- Explicit understanding of behaviours that impede learning.

Use of the framework assists teachers to facilitate positive behaviour in the classroom and effective and efficient management of inappropriate behaviour. The Levels of Behaviour framework is consistent with the Department of Education principles and ethos and incorporates effective practice in positive behaviour support.

In implementing the Levels of Behaviour in the classroom, all teachers jointly construct with students a simple class purpose. Following this, a discussion is held to classify acceptable or unacceptable classroom behaviours. To support class management and decision making, the behaviours are displayed visually on a Levels of Behaviour Chart which includes:

- Green behaviours – appropriate/expected behaviours.
- Rewards for green behaviours (as appropriate).
- Yellow behaviours (mild) and their consequences, usually low-key classroom management skills required.
- Orange behaviours (moderate) and their consequences – should include in-class timeout.
- Red behaviours (severe), and their consequences – administration notification.

This process is not linear – as soon as the student re-engages or corrects their behaviour, they are immediately regarded as displaying green (expected) behaviour.

Teachers make explicit the range of behaviours and consequences attached to each level. The key is to support green behaviours.

Recording Classroom Behaviours

The recording of classroom behaviours is at the discretion of the class teacher.

- Green behaviour – no recording required.
- Yellow behaviour – no recording required.
- Orange behaviour – no recording required.
- Red behaviour – Serious Classroom Behaviour Form to be completed by teacher and sent with the student as soon as possible after the event unless other arrangements have been made.

Playground Expectations

Levels of Behaviour

All teachers will follow the whole-school plan for Supporting Positive Behaviour in the playground based on the Levels of Behaviour model. Staff should use their discretion when dealing with younger students or those with diagnosed or imputed disabilities.
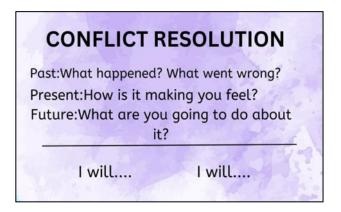
Recording Playground Behaviours

- Green behaviour – no recording required.
- Yellow behaviour – no recording required.
- Orange behaviour – no recording required.
- Red behaviour – recording required – Serious Playground Misbehaviour Form to be completed by duty teacher and sent to the office with the student (when possible) or as soon as possible after the event.

Recording Serious Misbehaviour – Red

Serious misbehaviour (classroom or playground) details will be added to the school's electronic records at the discretion of the Leadership Team.

Conflict Resolution

The following card is a suggested way to obtain timely details of unexpected behaviour. All staff (teachers and education assistants) can modify the language to suit the situation.

CONFLICT RESOLUTION

Past: What happened? What went wrong?

Present: How is it making you feel?

Future: What are you going to do about it?

_____

I will....   I will....

Supporting Positive Playground Behaviour

Green Behaviours (expected behaviours)
- Playing in the correct areas
- Wearing correct hat when playing
- Moving safely around the school by walking on paths
- Using equipment for its intended purpose
- Keeping hands and feet to yourself
- Speaking appropriately to others
- Following teacher instructions
- Trying to resolve problems, and, if needed informing a teacher to find a solution

Yellow Behaviours (unexpected behaviours)
- Mild breaches of green behaviour – e.g., wearing wrong hat, not wearing a hat.

Consequences – non-verbal signal; eye contact; proximity; reminder of (expected) green behaviour.

Orange Behaviours (unexpected behaviours)
- Moderate breaches of green behaviour.
- Repeated yellow behaviours in a break eg – running on paths, rudeness, slow to follow instructions.

Consequences – sit out for up to 10 minutes in an area under supervision of the teacher on supervision.

Red Behaviours (unexpected behaviours)
- Verbal or physical abuse of staff or student
- Damage to school property
- Bullying/harassment
- Gross disobedience/disrespect to an adult
- Repeated orange behaviours in a break

Consequences – student to report to the office – administration to take over management of the situation – red card sent for assistance of administration if required.

Designated Play and Eating Areas

Year Level	Eating Area	Play Area
1-2	Year 1 – Outside Classroom (Westside) Year 2 – Grassed area near flagpole`	Playground equipment sandpit Mini oval outside Dwert cluster Undercover area
3-6	Year 3 – Grassed area near flagpole Year 4 – Outside Rooms 1 & 2 Year 5, 6 – Outside rooms 8 & 9	Oval Top basketball court Undercover area Fitness track Nature play
The library is available at lunchtime for all students from Year 1 to 6.		
Out of Bounds - Behind library - Outside school boundaries - All bush areas - Fence along Treetop Avenue - Car parks - Behind Koomal cluster (Rooms 15, 16, 17 at recess/lunch) - Music/art block		

Individual Behaviour Plans (IBP)

If a student is experiencing difficulties in regulating their behaviour, an Individual Behaviour Plan will be created to support the student in making positive choices; and support the development of the student's skills in regulating behaviour. All staff members will be made aware of these for playground duty purposes.

Documented plans to address behaviour must:

- Be negotiated between school staff, students and where possible, the parents/carers.
- Reflect the age and developmental needs of the student and consider the context in which behaviours occur.
- Clearly describe the desired behaviour/goals of the student.
- Outline both positive and negative consequences required to shape the desired behaviour.
- Outline changes required to the learning environment to support the student to modify their behaviour.
- Outline other support available to the student and how this can be accessed; and
- Contain a review process to assess, change and modify the plan.

Risk Management Plans

Risk management plans will be created by school staff for the following reasons:

1. Where a student's behaviour is considered to present a physical risk to the safety of staff or students. This will be documented and be included in the student's documented plan addressing behaviour.

The risk management plan must include:

- A summary of the student's behaviour and the risk it presents.
- The known antecedents to the behaviour and strategies which de-escalate this behaviour.
- Strategies which are in place to support staff to manage the risk and advice as to how they should access this support.
- An outline of the other resources required to manage the student's behaviour; and
- And outline of the method of communicating this plan to staff.

2. Following a student disclosure of suicidal behaviour or non-suicidal self-injury, school staff will devise and implement strategies to monitor and manage potential risk while the student is at school.

The risk management plan will include:

- The foreseeable circumstances where a student may be at risk of harm.
- Strategies to reduce the risk.
- Detailed information that allows the plan to be individualised as required.
- Information on how the plan will be reviewed and at what stage the plan will cease.

Bullying

Edgewater Primary School is committed to providing a safe and caring environment that fosters respect for others and does not tolerate bullying.

Definition of Bullying

- Bullying is an ongoing act of aggression causing embarrassment, pain or discomfort to another.
- Elements of bullying include – wanting to hurt someone, acting on this desire, the action is hurtful, an imbalance of power, no reason for the action, is persistent and the bully gets pleasure from hurting the victim.
- It can be planned and organised, or it may be unintentional.
- Groups or individuals may be involved.

Definition of Bystander

Bullying also involves students who may not be directly involved in the bullying, nor are they directly bullied. They are referred to as bystanders. A bystander is someone who sees the bullying or knows that it is happening to someone else.

Definition of Cyber Bullying

Cyber bulling involves the use of information and communication technologies such as email, text messages, instant messaging, social media, and websites to engage in the bullying of other individuals or groups. This technology provides an alternative means for verbal, relational and psychological forms of bullying.

Strategies to Deal with Bullying

Students can

- Tell the bully to stop. State quite clearly that the behaviour is unwelcome and offensive.
- Seek help. Talk about it to someone they trust. There is nothing so awful that they can't talk about it with someone.
- Report it to a teacher. The school does not tolerate bullying and they need to feel confident that any incident can be resolved satisfactorily.

Bystanders can

- Care enough to do something about it, whether it affects them personally or not.
- Early intervention can defuse a situation before it gets out of hand.
- Report it to a teacher.

Staff will

- Adopt positive classroom management strategies and incorporate anti-bullying messages in the curriculum.
- Provide positive role models for students.
- Actively counteract bullying behaviour.
- Respond appropriately to any reported incidents of bullying.
- Be obviously present during recess and lunchtimes when they are on duty as a deterrent to possible incidents of bullying in the playgrounds.
- Communicate with parents/carers as appropriate about bullying incidents.

Parents/carers can

- Be aware of signs of distress in their child.
- Assist them to discuss the problem with a teacher.
- Discourage any planned retaliation, either physical or verbal, if their child is bullied.
- Contact the school if they believe their child is being bullied.

Mobile Electronic Devices Policy

Rationale

An increasing number of parents/carers wish to provide their children with mobile phones for safety, security and/or emergency. This policy details the conditions under which mobile phones and other electronic devices are permitted.

The bringing of mobile phones and electronic devices to school is discouraged unless there is a very compelling reason to do so.

Guidelines

- Students will only be permitted to bring a mobile phone on to the school premises for safety, security, or emergency purposes (i.e., to contact parents after school).
- For a student to bring a mobile device to school, parents/carers are required to write to the principal requesting permission for the child to have a mobile device at school.
- Mobile devices must be turned off during school hours and are to be handed in to the office before school begins and collected at the end of each day.
- Mobile phones may only be turned on **out of school hours.**
- While at school, students are the responsibility of school staff and the Department of Education. Any instances that require emergency contact with parents or carers MUST be through the appropriate staff member or a member of the administration, who will make any call to parents/carers that is required.
- Phones/electronic devices are not to be used by other students.
- The school does not accept responsibility for any theft, loss or damage of mobile phones or electronic devices.
- The device is not to be used for inappropriate purposes (ie students are not to take photos or videos on any mobile electronic device on school premises).
- School electronic devices must only be used with the permission and supervision of a staff member.

Inappropriate Conduct

It should be noted that it is a criminal offence to use a mobile electronic device to menace, harass or offend another person. Hence, students with these devices must not engage in personal attacks, harass another person, or post private information about another person using SMS messages, taking/sending photos, videos or objectionable images, and phone calls.

Students using mobile devices to bully other students will face disciplinary actions as sanctioned by the Leadership Team.

Sanctions

Students infringing on the principles noted above will have their mobile phone/device confiscated and secured. It will be taken to the office and be kept secure, and the parents/carers of the student informed. They may collect the device at their convenience.

Any incidents of inappropriate behaviours using mobile phones/devices will result in disciplinary action as applied by the principal. The principal may then withdraw permission for the student to bring a mobile phone/device to school for a set period, or permanently.

Weapons and Illegal Substances

These items are not to be brought on to the school site by students and will be immediately confiscated and the administration informed. Parents/carers will be informed, and appropriate actions discussed and implemented.
Teachers will be mindful that even fake items should be dealt with in a similar way.

Re-entry After Suspension

For a student to return to class after a period of suspension, a re-entry meeting is required where the parent/carer, designated school personnel, along with the student, are present.

As a result of the re-entry meeting a behaviour plan will be documented indicating the actions and strategies to avoid a further period of suspension and to assist the student to make better choices in the future.

Good Standing

At Edgewater Primary School, we believe learning is enhanced in a positive, inclusive, collaborative, and caring environment by acknowledging and rewarding exemplary behaviour, attendance, and work ethic. It also emphasises the importance of taking responsibility for the negative choices students may make which ultimately affects their learning and the learning of others.

All students are given good standing aa they enrol at the school, at the beginning of each year, and if they return to good standing after losing it in the required times detailed below. Students with good standing will be eligible for the following whole school rewards:
- EPS merit certificates
- Classroom-based rewards.
- Participation in interschool events or school-based faction/sports events.
- Graduation events
- Being a student councilor, having a leadership position.
- Represent WLPS in any activities.
- Social based activities: disco, camp, school-based social incursions/excursions.

If the student exhibits Red Behaviours (unexpected serious behaviours), the Leadership Team will inform the student of the loss of one of their three Good Standing chances for a period of one week – Kindergarten to Year 2 - and two weeks – Year 3 to 6.

At the discretion of the Leadership Team, this may result in a loss of privileges (as above), and during this time a return to Green Behaviour is expected.

Parents and carers of students who are in danger of losing any of their Good Standing chances will be informed to avoid the loss.

Students who demonstrate ongoing Red Behaviours may lose Good Standing status for the following reasons:
- Any incident resulting in suspension.
- Two incidents during the term resulting in withdrawal to the office (during class time).
- Three incidents during the term resulting in detention (during break time - playground).
- At the discretion of the Leadership Team, and in consultation with the staff member concerned.

At a meeting between the parents/carers, a member of the Leadership Team, and the student, strategies, goals, and support for reinstatement of Good Standing status will be discussed and documented.

All students who have Good Standing will have this acknowledged on their student report.

Everywhere Expected Behaviours

- **Respect yourself**
- **Respect others**
- **Respect the environment**
- **Keep hands and feet to yourself**

- **Be polite and well-mannered**
- **Listen carefully and follow instructions**
- **Be a good role model**

- **Follow expected dress code**
- **Be kind and caring**
- **Be inclusive**

- **Wear a hat and be sun smart at recess and lunch times**
- **Practice honesty and trustworthiness**

LEARNING AREAS	PLAY AREAS	EATING AREAS	TOILETS	TRANSITIONS	LIBRARY	SCHOOL COMMUNITY
• Be organized and prepared • Be punctual • Ask for help when needed • Work cooperatively with others • Start work promptly • Be active participants in all lessons • Line up quietly ready for learning • Take pride in your work • Complete tasks to the best of our ability • Zip up and store bags neatly • Keep trying even if something is difficult • Set learning goals and strive to achieve them • Be cyber safe • Ask permission to leave the class • Enter buildings only when a staff member is present • K-P students enter classroom to go to the toilet and get a drink safely.	• Include others in your games • Use equipment appropriately • Remain inside the school grounds • Attempt to resolve conflicts with words • Play in designated areas • Return to class promptly after the siren • Collect and return all equipment after use • Display good sportsmanship • Make safe choices • Report unsafe situations to the duty teacher	• Keep eating area clean • Sit and eat in the designated areas • Sit calmly and talk quietly • Remain seated while eating • Wait to be dismissed by the duty teacher at lunch time • Follow canteen procedures • Place all rubbish in the bin • Eat your own food • K-1 have lunch box checked by an adult	• Respect each other's privacy • Use inside voices • Leave the toilet area promptly after use • Turn off taps • Walk in the toilets • Flush the toilet after use • Don't take food into the toilet area • Wash hands with soap, thoroughly • Use the soap dispensers safely • Report unsafe situations/graffiti	• Walk on the paths • Walk quietly around the school in single file • Keep left on the paths • Sit outside classroom before school • Carry chairs and other equipment safely	• Use books and equipment sensibly • Share library/tech hub/books and equipment • Pack up promptly when asked to • Leave the library/tech hub tidy after use	• Walk bikes and/or scooters to and from the bike racks • Promote/support school community events/activities • Be road wise • Cross the road carefully - at the school crossing if possible

ASPIRE • CONFIDENCE • RESPECT