BE YOUR BEST

Peg's Creek Primary School
Student Behaviour Policy

(Updated November 2023)

Introduction

At Peg's' Creek we aim to create safe, orderly, inclusive, supportive and culturally responsive environments that enable students to fulfil their learning potential. We recognise that this is a responsibility shared by all members of the school and school community, and that positive student behaviour is essential to promote engagement in learning and to maximise the impact of classroom teaching.

Peg's Creek Primary School has developed its processes and practices using the Department of Education Policy and its associated documents.

The documentation of our whole school plan to support positive behaviour outlines how Peg's Creek Primary School addressed the Department of Education's focus that the school;

- engages the school community in building a culture of positive behaviour that values students' strengths, abilities and diversity
- utilises multi-tiered systems of support that are responsive to student needs
- develops, implements, and monitors a whole school approach to behaviour
- identifies and communicates the rights and responsibilities of all students and staff to engage in building positive behaviour
- incorporates restorative approaches
- builds staff capability through training and support to teach and sustain positive behaviour
- uses available behaviour supports for students with complex needs

Safe, Orderly, Inclusive, Supportive, and Culturally Responsive Environments

At Peg's Creek Primary School, our moral purpose is to "deliver high quality teaching that inspires independent, curious lifelong learners in a nurturing and inclusive school community, who will flourish and aspire to success."

Our vision states that "Through collaboration we will provide high quality teaching and learning in a safe and supportive environment that will motivate all students to be their best."

Peg's Creek Primary School values the knowledge and skills of everyone in the school community and recognises the important role they play in building a culture of positive behaviour that values students' strengths, abilities and diversity. As such, Peg's Creek Primary School;
- Utilises student leaders and class representatives to gain the student voice in decisions that affect them.
- Encourages and invites support, feedback and participation of families in developing whole school practices such as it's behaviour matrix, and when planning for individual student's needs.
- Utilises teaching staff, allied professionals and support staff to provide multiple perspectives to ensure diversity and cultural responsiveness in all school practices.

To create safe, orderly, inclusive, supportive, and culturally responsive environments for all, Peg's Creek Primary School adopt the following beliefs as described in our School Business Plan.

For every student to be successful they need to:
- Be considerate of others
- Adopt a positive attitude towards learning
- Attend school regularly
- Know their toolkit to regulate their emotions
- Seek opportunity to learn and grow
- Follow the school Positive Behaviour expectations, be Responsible, Strive for Excellence, Be Safe, Treat everyone with Respect.

Staff at our school are committed to:
- Providing a comprehensive and challenging curriculum
- Recognising and understanding the diversity within our school
- Adopting a high level of teaching through whole school practices to improve performance of all students
- Creating a safe and supportive learning environment through evidenced based behaviour supports from Positive Behaviour Supports and Classroom Management strategies
- Actively working in partnership with families
- Professionally growing through networking, collaboration and establishing personal goals
- Ensure all staff engage in culturally responsive approaches
- Ensure all staff engage in restorative principles approaches and systems

Our community is committed to:
- Working in partnership with the school
- Supporting regular student attendance
- Being actively involved in the school environment

Multi-Tiered Systems of Support

Peg's Creek Primary School utilises a Multi-Tiered Systems of Support (MTSS) approach which;
- consider student needs holistically
- use data to identify wellbeing, engagement and achievement needs
- provide interconnected interventions in response to these needs
- tier these interventions (sometimes referred to as systems and practices) based on the complexity of the needs of students.

MTSS outline school processes across three levels:

Tier 1 processes are universal evidence-based practices that are applied to all students across the whole school. In relation to behaviour, these practices at Peg's Creek Primary School include teaching expected behaviours outlined in the School's Behaviour Matrix to all students with positive reinforcement provided for students who display these behaviours. In addition, tier 1 practices include utilising Classroom Management Strategies (CMS) and ISE to prevent and respond to unproductive behaviours, and support engagement.

Tier 2 processes outline interventions that are provided to support small groups of students who require additional supports to follow the school's behaviour expectations. Teacher supports and accommodations for these students are documented using the Behaviour Adjustments Checklist and usually involve increasing the frequency and intensity of tier one practices.

Tier 3 processes outline interventions required for students with complex needs and/or challenging behaviours in addition to the provision of tier 1 and 2 practices. These interventions include intensive supports from multiple staff within the school, increased frequency and intensity of teaching, practicing, feedback and reinforcement of expected behaviours and self-regulation strategies, and may also include a referral to the School Psychologist for a functional based assessment. School supports and actions are documented through Behaviour Support Plans, Risk Management Plans, and/or Escalation Profiles.

The Peg's Creek Primary School SAER team meet fortnightly and review school data to identify students in each tier, with students in tiers 2 and 3 being assigned a school Case Manager to ensure appropriate requirements are actioned, monitored and reviewed for each student.

Whole School Approach to Positive Behaviours

Positive Behaviour Support

Peg's Creek Primary School strives to create a nurturing and inclusive environment, and recognise all staff, students and the wider community have a right to feel valued and respected. To support this, Peg's Creek PS has adopted a Positive Behaviour Support (PBS) approach to setting School-Wide Behaviour Expectations, with the primary goal to provide clear and consistent behaviour expectations for everyone in the school community.

After consultation with staff, students and the wider school community, Peg's Creek Primary School have adopted four school-wide behaviour values: Be **Responsible** , Strive for **Excellence**, Be **Safe**, Treat everyone with **Respect.**

The following are definitions for each of the behaviour values at our school:
Be <u>Responsible:</u> Recognise that I am in control of my actions by making positive choices.

Strive for <u>Excellence</u>: Striving to be my best in everything that I do.

Be <u>Safe:</u> Behave in a way that keeps myself, others, and the environment free from physical and emotional harm.

Treat everyone with <u>Respect:</u> Behave in a way that shows I care about others, myself, property and the environment.

These four overarching values form our school behaviour matrix (see Appendix 1). Under each value are clear, explicit, positively worded behaviours that outline how students, staff and the wider community are expected to behave at our school. Lessons have been developed to teach students the expected behaviours across the year, following a Tell, Show, Practice, Monitor and Re-Teach process. Information on each current behaviour focus is also communicated to the wider school community who are encouraged to support these behaviours in multiple contexts.

In addition to the Behaviour Matrix displayed in each classroom, staff and students co-design individual classroom expectations which outline the behavioural expectations that relate to their individual context.

Acknowledging Positive Behaviours.

We acknowledge and celebrate students who follow our behavioural expectations in several ways.

Behaviour tokens.
Students showing positive behaviours are rewarded with instant positive feedback through behaviour tokens. These are printed in colours corresponding to our school factions.

These tokens are collected and totals recorded by school faction leaders. They are then added to each faction's tally which is communicated to students at each assembly to promote whole school faction competition.

Assembly Faction Prize Draw.
During assembly, school prefects draw a number of tokens from each faction, with the students who received that token then choosing a prize.

Faction Trophy
The faction with the highest tally at the end of the year receives the PBS School Shield. This is awarded during presentation night at the end of the year.

Whole School Mid Term and End of Term reward
Whole school rewards take place mid-term and final week of term. Dates will be scheduled on the term planner with students and families notified through social media, Connect / Seesaw and posters around the school.

All students are invited to attend however, any students who have been referred to the office in the last 5 weeks will take part in a meeting with the Principal prior to engaging in the reward.

Goal Rewards and Behaviour Focus Rewards
Throughout the term competitions may be set based on classes demonstrating the behaviour focus or when predetermined goals are reached such as a first faction to reach 1000 faction points. These rewards are on a slightly smaller scale.

Staff training to support positive behaviours

In addition to the Positive Behaviour Support (PBS) approach to teaching expected behaviours, Peg's Creek Primary School staff utilise Classroom Management Strategies (CMS) and Instructional Strategies for Engagement (ISE) to support behaviour and engagement.

Classroom Management Strategies (CMS): Foundation Program
These skills are classified according to three categories: building relationships, preventative and responding skills. Classroom Management Strategies: Foundation Program outlines in more detail each of these to build a teacher's confidence in the classroom with a range of unproductive behaviours. This addresses all Tier 1 interventions and ideas for student with more persistent misbehaviour. Where possible staff at Peg's Creek Primary School engage in this highly valuable professional learning.

Instructional Strategies for Engagement (ISE):
Instructional Strategies for Engagement is designed to increase the capacity and confidence of classroom teachers to select, apply, and evaluate appropriate instructional skills and strategies to engage students in learning.

School Wide Self-Regulation Programs to support Positive Behaviours.

Peg's Creek Primary School implements the Zones of Regulation program across all year levels. This is a whole-school approach that teaches students the skills they need to develop self-regulation.
Students are taught the four zones of regulation, how to identify which zone they are in, and the tools to support them in regulating within each zone. For upper years, social awareness skills of perspective taking is also taught to help students understand how their actions in each zone can influence how other people think and feel.

Responding to Unproductive Behaviours

Minor and Major Unproductive Behaviours

At Peg's Creek Primary School we have identified a range of unproductive behaviours and categorised them as either minor or major behaviours. (Appendix 4)

Minor behaviours occur intermittently within the class setting and cause minimal disruption to class routines. Some examples of minor behaviours are: calling out, late to class, misuse of ICT, wandering around the room. The teacher takes responsibility for managing these within the class setting considering teacher actions and/or consequences that will encourage the student to adopt expected behaviour.

Major behaviours include those that pose a risk of harm to self and/or others. Admin must be notified for all cases of major behaviour in a timely manner which is often through the **RED** card system, or a phone call to Admin. Some examples of major behaviours are: bringing a weapon to school, racial remarks, stealing, punching/hitting another student. Consequences for major behaviours will be decided by Admin.

As part of the PBS approach, data on the unproductive behaviours in the school is collected to inform specific student interventions as per the MTSS processes, as well as planning for whole school needs.

For students displaying consistent minor or major behaviours, Peg's Creek Primary School staff are required to work with the student and their family to create documented intervention plans and supports to assist student in developing positive behaviours. Interventions are determined by the MTSS model and include teaching students the required expected behaviour, employing trauma informed and restorative approaches when unproductive behaviours occur, and strategies that staff will use to promote and reinforce expected behaviours.

Admin Assistance Request Card

The following series of cards are to be displayed in the classroom and are to be used by staff in the following circumstances:

When there is a positive event occurring in the classroom and you would like Administration to visit the class **(GREEN).**

For any medical emergency **(PURPLE)**

When a teacher has used a range of Classroom Management Strategies (CMS) to respond to minor unproductive behaviours with limited to no response from the student, the teacher can send an Orange card to the front office to request assistance. When available, Admin will support the class so the teacher is

able to help the student to regulate and engage in restorative conversations. This situation does not require urgent attention of Admin, and the teacher will be required to continue to support the student until Admin is available. **(ORANGE)**

When there is a need for IMMEDIATE assistance from Administration following major behaviours by a student(s). **(RED).** Alternatively, a phone call to the front office requesting emergency assistance.

Data Collection

Office Discipline Referral Form (ODR)

Teachers are required to record all incidents of unproductive behaviour in their classes using the Office Discipline Form (ODR). These are completed by the classroom teacher and sent to the office with the Orange Card, or by the end of the day for major behaviours. These ODRs are collated and analysed by the PBS Data Analysis to determine which students require further support to follow the expected behaviours at Peg's Creek PS, or which behaviours require additional teaching across the school. Teachers are also required to update Integris with the details of the unproductive behaviours, the preventative and responsive strategies employed, and the outcomes of these.

Supervision Behaviour Record Sheet

On each Supervision Roster folder there is a sheet for staff to record instances of unproductive behaviours that occur in the playground during recess and lunch time.

For any student that seeks assistance from the Supervision teacher this needs to be recorded as there is often a cumulative effect that occurs for a period of time. This record allows for effective communication of minor incidences (particularly when a student reports that they have told the Supervision teacher/s).

Major Playground Unproductive Behaviour Slip

For occurrences of major unproductive behaviours in the playground this slip records the incident and allows for follow-up by either the class teacher or Admin. This needs to be sent with a child to the Front Office immediately.

Documented Plans: Behaviour

A range of documented plans are used for students who require additional support to follow expected behaviours at Peg's Creek Primary School. Students and their families should be included in the development and review stages of all plans.

Behaviour Adjustment Checklist

A Behaviour Adjustment Checklist is for students who require specific Classroom Management Strategies and/or Positive Behaviour Support strategies to follow school expected behaviours. It is designed for students that have shown they have the skills to display expected behaviours but require specific supports

to use the skills. Behaviour Adjustment Checklists should be shared with specialist teachers to enable consistency in supporting students across the school.

Behaviour Support Plan

A Behaviour Support Plan (BSP) outlines the expected behaviours to be explicitly taught to a student, as well as how, when and who will teach them. In addition, the BSP outlines the antecedents and consequences related to the current unproductive behaviour, as well as the function of the behaviour. Strategies to prevent unproductive behaviours, and to reinforce use of expected behaviours should be aligned to the function.

Social skills are also considered expected behaviours and therefore this template can be used to outline the teaching of specific social skills as well.

As Peg's Creek Primary School is a Positive Behaviour Support School, the expected behaviour or social skill to be taught should be taken from the Behaviour Expectations Matrix.

As students who are learning new behavioural skills may also require additional support to utilise these skills at point of need, a Behaviour Adjustment Checklist should also be completed and attached to the BSP.

Risk Management Plans

A Risk Management Plan (RMP) is a document required for students who engage in behaviours that pose a risk to themselves, others or school property. They are highly individualised to account for each student's unique challenges and needs, and developed in consultation with Administration, families, and where appropriate the student. RMP are shared with relevant school staff to ensure a consistent approach by all staff when supporting a student during the period of dysregulation.

A RMP should outline the risk, known triggers, preventative strategies, and intervention strategies. Intervention strategies should include specific steps to maintain safety for all, followed by regulating, relating and reasoning strategies once the student has started to de-escalate. Restorative strategies to restore relationships and repair harm are also included.

Escalation Profiles

An Escalation Profile outlines the phases a student progresses through from calm to peak escalation, and back to calm. The Escalation Profile is a summary document outlining key indicators that support identification of which phase the student is in, and specific strategies that support the student in these stages. An Escalation Profile does not replace the need for a BSP and/or RMP, and often provides a summary of the strategies outline in both documents.

In addition to the above plans, students with multiple challenges will also require plans to outline the additional interventions and supports to address their complex needs. This may include a Wellbeing Plan, Attendance Plan, Independence Plan, Inclusion Plan, SEN Plan, and/or Health Care plans. Also, additional support staff including chaplain, AIEO, Clontarf, STARS, Allied Professionals and/or School Psychologist may also play a role in these plans. Students with complex needs are supported by the school's Case Manager to ensure the high level of coordinated and personalised support matches the student and families needs.

Additional Support

School Personnel

A number of school personnel are available to offer guidance and advice in relation to behaviour support:

Line Manager

A line manager is the first person that you should speak with regarding any concerns that you have regarding a child's behaviour. As part of the Student Concern processes, the line manager will assist the teacher to conduct an initial Functional Behaviour Assessment (FBA) to inform the relevant documented support plan. For students with persistent minor unproductive behaviours the line manager can also provide support on using evidence-based PBS, CMS and ISE strategies, including how to increase the intensity and frequency of these to match the student need.

Principal

The Principal will be responsible for or managing the response to major behaviours that disrupt the order of the school. This will include supporting staff and students during the incident to ensure the safety and wellbeing of everyone involved, as well as the collecting and sharing of information related to the incident to ensure all factors contributing to the incident are known prior to deciding upon relevant actions. When determining resulting actions, the Principal will utilise procedural fairness, ensuring the student's unique challenges and needs are considered, and the family is consulted in decisions impacting their child.
The Principal is also the person responsible for ensuring staff are provided with a chance to debrief following the incident, run an operational debrief which includes reviewing and updating any relevant plans, and holding restorative meetings with all parties involved.

Aboriginal Islander Education Officer

The school administration team may consult with the AIEO where appropriate to increase culturally responsive whole-school actions, as well as actions and interventions for specific students. AIEOs may also be invited to attend meetings with relevant students and/or their families to provide additional support.

External Agencies

External agencies engage in supporting staff and/or students following a Request for Assistance initiated through the Admin. Teachers are encouraged to speak to Admin if they would like access this support.

Chaplain

The school Chaplain can provide support to students and/or families where unproductive behaviours are linked to wellbeing concerns.

School Psychologist

A School Psychologist provides services to support whole school practices, indirect and consultative services to teachers, and direct services to individual students in the areas of learning, behaviour and wellbeing. For individual students with challenging behaviours, the school psychologist can undertake assessments to determine if any learning disorders or disabilities may be contributing to the student's difficulties in learning expected behaviours, provide evidence-based therapy for well-being and mental health factors contributing to or resulting from the behavioural challenges, as well as complete a Functional Based Assessment (FBA) on the specific unproductive behaviours to assist with the development of support plans.

School of Special Education Needs: Behaviour and Engagement (SSEN:BE)
Within the Department of Education: Statewide Services there is a team of people who coordinate a continuum of support with schools for students with extreme, complex and challenging behaviours. Services may include professional learning to staff, consultative support for schools needing additional assistance with planning for students with very complex needs, and direct support for school staff to assist with plan implementation.

Child and Adolescent Mental Health Service (CAMHS)
CAHMS work with children and young people, and their family or carers to improve the wellbeing of children and young people experiencing mental health issues. A referral can be made by the family, school, School Psychologist, a GP or other health services.

Related Links

ACCESS SUPPORT FOR THE STUDENT BEHAVIOUR IN PUBLIC SCHOOLS POLICY, PROCEDURES AND REQUIREMENTS
https://ikon.education.wa.edu.au/-/access-support-for-the-student-behaviour-in-public-schools-policy-and-procedures

PHYSICAL CONTACT WITH STUDENTS
https://ikon.education.wa.edu.au/-/manage-appropriate-physical-contact-with-students

STUDENT BEHAVIOUR IN PUBLIC SCHOOLS
https://ecm.det.wa.edu.au/connect/resolver/view/SEWK12T001/latest/index.html#policy

Key Definitions

Terminology used within this policy follow the definitions outlined in the Department of Education's Student behaviour in public schools policy and procedures:

Behaviours of concern
Any behaviour which is considered challenging, complex or unsafe towards other students and/or themselves and/or their environment that requires more persistent or intensive responses. This can include behaviour which is a manifestation of disability.

Behaviour as a manifestation of disability
Under the Disability Discrimination Act 1992 it is recognised that a person with a disability may display disruptive behaviours characteristic of the person's disability and the person should not be punished for behaviours that are a result of the person's disability.

Bullying
Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm.

Case management
Case management is a collaborative process that provides opportunity for all stakeholders to assess, plan, implement, coordinate, monitor, and evaluate the options and support required to meet a student's needs.

Co-design
Co-design is a community led design process working together and jointly with community members and service providers to develop approaches that are responsive to local needs.
There are typically six phases in a co-design approach:
- build relationships including finding out who can participate
- develop a shared understanding with all participants
- agree on purpose and objectives
- generate ideas
- implement agreed ideas
- review and evaluate.

Collaborative problem solving
Collaborative problem-solving is the capacity to effectively engage in a process whereby two or more stakeholders attempt to solve a problem by sharing the understanding and effort required to come to a solution and pooling their knowledge, skills, and efforts to reach that solution. The process is grounded in a culture of care and concern for all and includes a shared understanding of the problem, a vision of the future without the problem, identification of indicators of change, prototyping and implementing strategies to resolve the problem, monitoring and reviewing progress and finally embedding new strategies into existing systems and practice.

Complex needs
Students with complex needs are those who require a high level of coordinated personalised support due to multiple challenges, for example, mental health, disability, poverty, homelessness.

Cultural responsiveness
The ability to understand, interact and communicate effectively and sensitively with people from a cultural background that is different from one's own. It is characterised by respect for culture, ongoing self-reflection, expansion of knowledge and commitment to improving practices and relationships, and is responsive to the diverse needs, backgrounds, experiences and knowledge of all students. In the Western Australian context, this is first and foremost for Aboriginal students.

Disability
Under the Disability Discrimination Act 1992, disability means:
a) total or partial loss of the person's bodily or mental functions or
b) total or partial loss of a part of the body or
c) the presence in the body of organisms causing disease or illness or
d) the presence in the body of organisms capable of causing disease or illness or
e) the malfunction, malformation or disfigurement of a part of the person's body or
f) a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction or
g) a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour;
and includes a disability that:
h) presently exists or

i) previously existed but no longer exist or
j) may exist in the future (including because of a genetic predisposition to that disability)
or
k) is imputed to a person.

Disability discrimination
Discrimination occurs when a student with disability is treated less fairly than people without a disability. Discrimination does not have to be intentional to be unlawful.

Diversity
Recognising the benefits of the differences and strengths children and young people bring to their environment, their characteristics, backgrounds and perspectives to better understand and meet their needs.

Documented plan
Documented plan (staff only) is the umbrella term describing a range of ways of catering for the identified education needs of an individual student and/or a small group of students with similar education needs. Documented plans may take a variety of forms.

Inclusive approaches
Inclusive approaches provide students with equitable educational opportunities through provision of teaching and learning adjustments to support student success.

Intensive support
Intensive support is individualised and provided alongside effective case management for students with complex behaviour support needs.

Multi-tiered system of support
A multi-tiered system of support that holistically considers student needs and provides tiered and interconnected interventions so students receive the appropriate level of support.
This includes intensive support that is individualised and provided alongside effective case management for students with complex behaviour support needs.

Parent
In relation to a child, means a person who at law has responsibility for the long-term care, welfare and development of the child; or the day-to-day, welfare and development of the child.

Positive Behaviour
A student's competence and capacity to, in context of the school community expectations and values:
  • establish and build positive connections with adults and peers
  • develop empathy for others and understand relationships
  • recognise and regulate their own emotions
  • make responsible decisions
  • work effectively with others
  • cope with challenging situations constructively.

Procedural fairness
Procedural fairness is concerned with the procedures used by a decision maker, rather than the actual outcome reached. It requires a fair and proper procedure be used when making a decision including principles of voice, neutrality, respect and trust.

Resilience
Resilience is the capacity to adapt successfully to identified challenges, strains and stressors.

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

Restrictive practice
Restrictive practice is an approach or intervention that is applied in circumstances where a student's emotional or behavioural state prevents other strategies to maintain the good order of the learning environment: the use of physical restraint; use of medication as a chemical restraint; and/or use of devices such as harnesses to mechanically control behaviour.
Protective isolation, where a person is confined to a physical space and prevented from leaving, is also a restricted practice and is prohibited for use in Western Australian public schools.

School Community
Local people, groups and organisations in and around schools in remote, regional and metropolitan areas. This includes, but not limited to students, families, principals, teachers and other schools staff, community leaders, local government agencies and not-for-profit organisations.

Staff
A person who is currently employed by the Department of Education under the School Education Act 1999 or the Public Sector Management Act 1994.

Student
A person who is enrolled at a Western Australian public school.

Student engagement
Student engagement is multi-dimensional and combines observable indicators such as achievement, behaviour and attendance, with internal emotional and cognitive states (feelings and thoughts). Student engagement is viewed and responded to in a holistic way.

Whole school approach
A whole school approach involves addressing the needs of students, staff and other members of the school community through a collective and collaborative approach to improving student learning, behaviour and wellbeing, and the conditions that support these.

Peg's Creek Primary School

School Expectations

Be **Responsible**	Strive for **Excellence**	Be **Safe**	Treat everyone with **Respect**
We follow morning procedures and read in the undercover area before school. (8 – 8.15 am)	We wear our correct school uniform with pride.	We keep our hands, feet and objects to ourselves.	We talk to students, staff and community members using kind and polite words.
We follow class routines and procedures.	We sing our school song and National Anthem with pride.	We walk on paths and around school buildings.	Use appropriate language, volume and tone when speaking.
We are on time to all classes.	We attend school regularly.	We eat our own food.	We actively listen to others
We move quickly and quietly between classes.	We take pride in completing and producing our best work.	We use equipment correctly as intended.	Acknowledge differences of opinions of others
We follow our school toilet procedure.	We have a go and learn from our mistakes	Wear a broad brimmed hat when outside	We check in with others and offer help when they need it.
We use our breaktime for food, drinks and toilet before playing.	We show good sportspersonship.	We report unsafe situations and damage	We are inclusive of others
We line up respectfully outside our classrooms.	We celebrate our own success and the success of others.	We ask for help if we feel or see something that isn't okay.	We consider our own and each other's personal space.
We are honest and own our behaviour.	We allow teachers to teach and learners to learn.	We stay in the school boundaries.	We care for our property and the property of others
We follow the rules of the games we are playing.	We represent our school with pride whether at school or in our community.	We walk our bikes and scooters through the school.	We pick up rubbish and put it into the correct bin.
We ask permission to leave a learning space.	We are organised with equipment we need.	We play in age-appropriate play areas	We show empathy and consider the feelings of others
We follow staff instructions.	We are active listeners and active learners.	We use appropriate hygiene procedures.	
We use kind words to resolve problems and seek help if needed.		We play non-contact sport at school	
		We sit outside the office if we arrive at school before 8am.	

Student Behaviour Support Checklist

Pegs Creek Primary School is a positive Behaviour Support School. As such it recognises that unproductive behaviour occurs due to one of two reasons.

1. **Skill Deficit** – the student does not have the skill levels or insufficient opportunity to learn and practice the expected behaviour
2. **Performance Deficit** – the student lacks the motivation to perform the preferred behaviour

In addition to the above, the function of the student's behaviour (attempt to meet an underlying need) must be taken into consideration when selecting appropriate intervention strategies.

The Student Behaviour Support Accommodation Checklist is intended to be used for students who display minor unproductive behaviours due to a Performance Deficit, (ie, you have quality evidence the student has the skill to perform the School Expectation, but require extra support or motivation in order to do so). It can however also be used as a summary document for relief and specialist teachers to provide an overview of the preventative and reinforcement strategies outlined in the student's Behaviour Support Plan.

Information in the checklist has been drawn from WA PBS, Classroom Management: A Thinking & Caring Approach (Bennett and Smilanich, 1994) and Make SPACE for Learning: Trauma-Informed Practices in Schools (Australian Childhood Foundation, 2018)

How to use the checklist:
1. *Complete the Class Behaviour Tracking Tool to identify frequency and severity of inappropriate behaviour. Refer to the school's Behaviour Matrix to identify which expectation(s) are not being met.*
2. *Select one or more strategies from each section of the interventions lists attached (or other appropriate strategies) and implement consistently for a minimum of 4 weeks. It is recommended to focus on no more than four preventative strategies and four low key responses, student age and ability considered.*
3. *Monitor the student's response to the intervention and record any changes in the observed displays of the Expected Behaviour at the time of review.*
4. *Assess the student's response to the intervention (RTI) and determine whether to continue the intervention, change the intervention strategies, and/or refer to another service (e.g., Chaplain or School Psychologist). Note: records of strategies and response to intervention can be used to support referrals.*

> **Note:** As many behavioural difficulties are also accompanied by deficits in social and emotional skills, consider completing the Wellbeing Accommodation Checklist alongside the current Behaviour Support Checklist

Student Behaviour Support Checklist

Student Name:		DOB:	
Teacher:		Year:	
Date of Plan:		Date of Review: (date of plan + 4 weeks)	

When a student isn't displaying school expected behaviours resulting in an impact on student academic attainment, a range of accommodations or adjustments can be implemented to promote engagement in learning.
A recording and evaluation template is included below. Alternatively, teachers can use their school's documented plan template.

Classroom Intervention Record & Evaluation	
Expectation not being met:	
Frequency:	
Time/Locations:	
Impact:	

Intervention Strategies *(Add lines as needed)*	
Preventatives	**Review**
❑	
❑	
❑	
Reinforcers for display of behaviour expectation	
❑	
❑	
❑	
Low Key Responses to unproductive behaviour	
❑	
❑	
❑	

Plan shared with:
☐ Parent
☐ Student
☐ Specialist teachers
☐ Allied Professionals
☐ Line Manager
☐ Relief File

Evaluation	
1. Tick strategies above that were effective (review column)	
2. Observed Indicators at Review	**3. Other Comments:**
Description:	
Frequency:	
Time/locations:	
Impact:	
4. Outcome (select):	
☐ Continue intervention ☐ Change strategies ☐ Chaplain referral ☐ School Psychology Referral	

Strategies
Preventatives
Provide a range of methods to regularly remind and reinforce behavioural expectations, including visual, auditory, sensory, words and pictures
Winning Over
Positive Cohesive Bonding
Inclusiveness
Safe Environment
Signal to begin or quiet signal
Provide Multiple Opportunities to Respond
Pre-Correctives
Active Supervision and proximity
4:1 Positive to Negatives
Wait time / processing time
Refer to time (eg we are half way through maths") to support understanding of progress and end points.
Classroom layout and environment minimises distractions and sensory overload
Build rhythmical rehearsal opportunities that support arousal regulation into regular classroom lessons
Display a visual/pictorial class timetable in the classroom or outside as appropriate.
Use short, clear and sequenced instructions. Repeat periodically throughout task
Use multiple strategies for communicating information, instructions and setting tasks (verbal instructions, visual reinforcement of what is required, practice and role play).
Facilitate opportunities for self-monitoring involving scoring, feelings magnets or visual cues.
Include stretching and physically relaxing activities at predictable times each day.
Provide explicit commentary, modelling or coaching of strategies to manage stressful situations. Model and discuss your own calming strategies within the classroom.
Provide small challenges with achievable goals (differentiate work and expectations).
Give children an opportunity to have a sense of agency and control in their own lives. Create structures within which children can make choices during their day.
Provide "cool down" time and space for the student that is not described as discipline (Chill Out Space or Card)
Reinforcers for display of behaviour expectation
Verbal explicit praise
Non-verbal praise (eg thumbs up, wink)
Token for reward chart
Masters of Behaviour Slip
Other: _____
Low Key Responses to unproductive behaviour
Proximity
Touch
Student's Name
Gesture
The Look
The Pause
Ignore
Signal to Begin
Deal with the problem, not the student

PEGS CREEK PRIMARY SCHOOL

Student Behaviour Support Plan
Term 1, 2023

Student Name:		DOB:	
Teacher:		Year:	
Date of Plan:		Date of Review:	

Behaviour of concern
Behaviour of concern:
Data (frequency, duration etc):
Antecedents to behaviour:
Function of Behaviour:

New Strategies
Preventative actions:
Acceptable Alternative behaviour:
Response to behaviour of concern:

In addition to support strategies outlined in the Behaviour Accommodations Document (attached):

Expected behaviour to teach	Strategies	Who	When/Frequency
	Teach skill: Support use of skill: Reinforce independent use of skill:	Teach: Support: Reinforce:	Teach: Support: Reinforce
	Teach skill: Support use of skill: Reinforce independent use of skill:	Teach: Support: Reinforce:	Teach: Support: Reinforce

Plan shared with:
☐ Parent
☐ Student
☐ Specialist teachers
☐ Allied Professionals
☐ Line Manager
☐ Relief File

Signed	
Teacher:	
Parent:	
Student:	
Date:	

Evaluation	
Date:	
Observed Behaviours at Review	**Comments:**
Description:	
Frequency:	
Time/locations:	
Impact:	

Outcome (select):

☐ Continue intervention	☐ New Goals/Plan	☐ Chaplain referral	☐ School Psychology Referral