

Positive Behaviour Support Plan

2024



RESPECT | RESPONSIBILITY |
RESILIENCE

Respect

I treat myself, others and the environment with respect.

Responsibility

I am responsible for my words and actions and choose to do the right thing.

Resilience

I have the resilience to overcome challenges, in a positive way.



ETHOS

High quality teaching and learning is the core focus at City Beach Primary School. Evidence-based programs are incorporated to provide all students with an opportunity to engage in experiences that both connect and challenge their knowledge, skills and values as well as ensuring they become autonomous, self-motivated learners. The school engages students' interests through the use of technology and contemporary approaches. Students are challenged to excel in an inclusive and diverse learning environment.

Our strong links between home, school and the community offer local families a lifelong network of friendship and support. A strong partnership exists between staff, parents, students and the community with all parties actively working to build a better school.

Achieving Together with Pride, the school motto, is a focus for the positive cooperation between all members of the school community.

VALUES

R E S P E C T

I treat myself, others and the environment with respect.

R E S P O N S I B I L I T Y

I am responsible for my words and actions and choose to do the right thing.

R E S I L I E N C E

I have the resilience to overcome challenges in a positive way.



What matters to us...

- 🏆 Knowing our people
- 🏆 A balanced approach to learning and wellbeing
- 🏆 Genuine partnerships with our families and community
- 🏆 Professional growth

Our Positive Behaviour Support Plan (PBSP) outlines our commitment to ensuring a safe and supportive environment where all members of our school community, have the right to be respected, and have a responsibility to respect each other.

BEHAVIOURAL EXPECTATIONS

- Be Safe
- Be Kind
- Be Fair

IS IT SAFE | IT IS KIND | IS IT FAIR

POSITIVE BEHAVIOUR SUPPORT POLICY

At City Beach Primary School, through the implementation of evidence-based programs such as; You Can Do It; Zones of Regulation and Social Thinking we strive to provide safe and supportive learning environments. We foster relationships built on mutual respect. Our staff see it as their professional responsibility to support and follow the school's practices, plans and policy. Staff take active responsibility for behaviour support using whole school approaches and practices.

At City Beach Primary School, we show: **Respect** | **Responsibility** | **Resilience** in our actions each day.



Each of us has

- 🛡️ The right to work, play and feel safe and the responsibility to be safe
- 🛡️ The right to kindness and courtesy and the responsibility to be kind
- 🛡️ The right to Fairness and respect and the responsibility to be fair

BEHAVIOUR SUPPORT PROCEDURES

Positive behaviour support is at the heart of our whole school approach to behaviour management. At City Beach Primary School, we base these practices on developing positive relationships with all students and the use Classroom Management Strategies (CMS) low-key informal responses. These practices are preferred as they acknowledge that all students may need support to make positive choices and decisions. Our actions and responses are educative in nature not punitive. Teachers address individual situations using a restorative, solution focused approach, working with students to identify and classify the behaviour:

IS IT SAFE | IT IS KIND | IS IT FAIR

Whole School Approaches

- Clearly defined class and playground expectations
- Individual Positive Behaviour Support Plans for students requiring additional assistance to manage behaviour
- Clearly defined and consistent response for expected and unexpected behaviours across the school
- Data collection and analysis of behaviour to track, monitor and target individuals, cohorts and areas needing focused support
- School leadership support across the school
- Student behaviour is communicated and shared with all staff in the weekly CBPS bulletin in the Cares and Concerns section



GOOD STANDING POLICY

At City Beach Primary School, we strive to support students at work and play. We provide a safe, inclusive and stimulating environment as this is crucial in the development of the whole child. Our CBPS Good Standing Policy has been designed for all students in line with the Department's Good Standing policy. This policy has been developed to ensure safety, fairness and equity. Students meeting our behavioural expectations are able to fully participate in all school extra-curricular activities. Good Standing emphasises the importance of taking responsibility for choices students may make which may adversely affect their safety and learning, and the learning and safety of others. This policy works in conjunction with our whole school Positive Behaviour Support Plan. What is expected of students in terms of maintaining their Good Standing and the consequence of losing their Good Standing is clearly communicated each year.

GOOD STANDING GUIDELINES

- 🏆 All students commence each term with Good Standing.
- 🏆 To maintain Good Standing a student complies with the School's Positive Behaviour Support Plan behavioural expectations.
- 🏆 An incident that involves intervention by the Leadership Team will be considered a breach.
- 🏆 Three breaches in a term (incidents involving leadership team intervention) result in Good Standing being lost, therefore losing the right to participate in the school extra-curriculum programs. (i.e., Leadership Roles, classroom privileges, inter-school sports, excursions, incursions, camp*, off site graduation events) for a period of two weeks. **Please note** that in-term swimming is considered an educational activity and the student who has lost Good Standing is able to attend swimming lessons.
- 🏆 Good Standing is reinstated after the two-week period and students can resume participation in all activities.
- 🏆 If Good Standing is lost on more than two occasions in a term it cannot be reinstated until the commencement of the next school term.
- 🏆 Parents will be notified if their child has breached the School Positive Behaviour Plan and/or if they have lost their Good Standing.
- 🏆 Year 6 students need to end Term 3 and the weeks leading up to camp in Term 4 with their Good Standing in place to be able to attend the camp in Term 4.

Please note:

- 🏆 **If Year 6 students in elected School or House Captain positions lose Good Standing, they lose their badge and the right to carry out their roles until the beginning of the next term.**
- 🏆 **If Year 6 students in elected School or House Captain positions lose their Good Standing on a second occasion, they lose their position and badge for the remainder of the year.**

Good Standing will automatically be lost if a student:

- 🏆 Intentionally starts a fight/makes physical contact with the intention to harm another student or staff member that results in suspension. One suspension is the automatic loss of Good Standing.

INCENTIVES FOR POSITIVE STUDENT BEHAVIOUR

Our school models and promotes respect, courtesy, and honest relationships. The following approaches support staff and students in their endeavours to maintain a learning environment that is supportive and inclusive of all students.

Whole School

- Honour Certificates – Announced and presented at School Assemblies
- Student of the Week Awards – weekly at SUA and CBR
- Civic and Citizenship award to acknowledge Being Kind, Being Fair and Being Safe at school

Classroom

- Student of the Week Awards
- Whole Class Incentives – working towards a common goal.

- Students visit the Principal or Deputy Principal with examples of work for recognition of their achievement and progress
- Classroom Individual Plans – follow agreed procedure
- You Can Do It – Keys to Success - based on values and character strengths



CONSEQUENCES OF UNEXPECTED BEHAVIOUR

The students recognise that there is always a logical consequence for unexpected behaviour as outlined in this Positive Behaviour Support Plan. We are committed to ensuring all classes follow a consistent approach across the school. Teachers will ask students to consider their actions and ask themselves the following questions:

Is it Safe? Is it Kind? Is it Fair?

Teachers respond to individual situations using a conflict resolution framework with students to identify and classify the behaviour. Is it:

- Peer conflict – verbal - rude/unkind*
- Peer conflict - physical – that may harm or hurt others*
- Bullying behaviours – including imputed bullying*
- Violence – intended to harm or hurt others*

CLASSROOM BEHAVIOUR



Expected and unexpected behaviours and expectations are discussed and displayed at a classroom and age-appropriate level.

Expectations are clearly articulated to students and parents at the beginning of the year and regularly as a part of the teaching and learning program.

Students know what is expected of them and how to manage their responses to emotions.

Teachers use Informal Low-Key Responses and other Classroom Management Strategies

Preventing or responding to unexpected behaviour through low key responses	
<ul style="list-style-type: none"> • Proximity • Student’s name • Gesture • Pause 	<ul style="list-style-type: none"> • Look • Ignore • Signal to begin/ Signal for attention • Deal with the behaviour

STEP 1 First reminder framed in the positive – redirect

"I can see that you are having some problems following our expected classroom behaviours " (helping the student to identify the expected behaviour)

STEP 2 Second reminder framed in the positive – redirect and rule reminder

"I can see that you are still having some problems following our expected classroom behaviours (reminding the student of the expected classroom behaviour) OR

"I can see that you are feeling " (helping the student to identify the emotions)

K-2 STEP 3 Third redirect/reminder framed in the positive

"I can see that you are not able to follow our expected classroom behaviours And you need time to reflect and reset

OR

"I can see that you are feeling Now, you need time to reflect and reset"

Student moves to reflect and reset spot in the classroom. (Behaviour needs to be recorded by the teacher)

Year 3-6 STEP 3 Leadership Intervention/Breach

K-2 STEP 4 If a student continues to display unexpected behaviours and is not responding to whole class strategies the teacher can send an orange or red alert card to the office and the Leadership Team are involved. Admin will follow up. Parents will be informed as soon as possible. If the behaviour is against another student all parents are informed.

This is considered a breach. Three breaches will result in the loss of good standing (refer to good standing section).

If unexpected behaviours continue, we support student by developing an Individual Positive Behaviour Support Plan (IPBSP). This plan will be negotiated and implemented with the support of the Learning Support Team, the leadership team, school psychologist, and in consultation with parents and relevant agencies.

******Severity Clause** IN SCHOOL suspension (removal from class or playground for up to one day) or HOME suspension for up to 10 days according to Department of Education Department Regulation 35, can be actioned by the leadership team as a consequence for fighting; filming a fight and other extreme behaviour. The parents will be notified, and an interview will be requested before readmission.

PLAYGROUND BEHAVIOUR

Expected playground behaviours are decided as a whole school and are clearly articulated to students at the beginning of the year and in weekly Stand Up and Whole School Assemblies. Students know what is expected of them and how to regulate their emotions and behaviour.



Consequences

1st occurrence - reminder **framed in the positive – redirect**

“What happened? Was it Safe? Was it Fair? Was it Kind?”

“What did you want to happen?”

“What will you do now?”

2nd occurrence – sit near the lost property box for 10 min

What happened? Was it Safe? Was it Fair? Was it Kind?”




“What were you thinking?”

“Who has been impacted by your actions?”

“What needs to happen to make things right?”

3rd occurrence – or severe clause – intervention requiring Leadership Team support.

The following unexpected behaviours require Leadership Team support, parent notification and are recorded on Integris:

-  Peer conflict – verbal aggression/physical aggression
-  Bullying behaviours – including imputed bullying
-  Violence – intended to harm and hurt others

The following flowchart is used as a guide when responding to behaviour incidents at CBPS.

Responding to Behavioural Incidents at City Beach Primary School Management and Expectations - Flow chart

Each behavioural incident is individual in its nature and context. In responding to behaviour, we talk to the students involved to identify the type of behaviour:

Is it Conflict, Bullying or Violence? And respond accordingly with the most effective approach in each case.

Peer Conflict	Peer Conflict	Bullying:	Violence:
<p>Rude, Mean, Exclusion</p> <p>Involves a disagreement where one or both party's needs are not being met..</p> <p>The can include being and saying mean or rude things or exclusion from a group or activity.</p> <p>Conflict resolution is seen as an opportunity for personal growth</p>	<p>Physical Aggression</p> <p>This includes fighting using physical aggression when unable to manage the ups and downs of friendships or responding to feelings in unexpected ways</p>	<p>When an individual or group repeatedly misuses power to target another individual or group causing distress.</p> <p>Imputed Bullying occurs between peers where although an imbalance of power does not exist the student experiencing the bullying behaviour feels targeted and unsafe.</p>	<p>Intentional physical aggression and intent to harm others –</p> <p>Minister's statement on School Violence 2018 – responses do not apply to students with a disability, who cannot control their behaviour or do not intend to harm others.</p>

WHAT TO EXPECT AT CITY BEACH PRIMARY SCHOOL

Responses to Peer Conflict involve mediation, conflict resolution and problem solving	Peer Aggression involve restorative practices,	Responses to Bullying or Imputed Bullying initially involve restorative approaches	Responses to Violence involve consequences set out in the school's Positive Behaviour Support Plan
<p>Talk to each student involved in the conflict individually using restorative questions to understand the context and each student's actions.</p> <ul style="list-style-type: none"> • <i>What Happened?</i> • <i>What were you thinking at the time?</i> • <i>What have you thought about since</i> • <i>Who has been affect by what you have done? In what way?</i> • <i>What do you think you need to do to make things right?</i> <p>Acknowledge the student's feeling around what has happened. Wait time might be needed to allow student the space to be able to recognise and talk about emotions. Use a breathing technique to help calm the student</p>	<p>Ensure the safety and well-being of all the students involved.</p> <p>Acknowledge the student's feeling around what has happened.</p> <p>Wait time might be needed to allow student the space to be able to recognise and talk about emotions.</p> <p>Use a breathing technique to help calm the student</p>	<p>Focus on ensuring the safety of student first, involving students in developing solutions including bystanders.</p> <p>Listen carefully and calmly, without interruption.</p> <p>Acknowledge the student's feelings around what has happened and the feeling of being bullied / imputed bullying.</p> <p>Check with classroom teacher and on Integris to ascertain other has been more than one incident with this student or groups of students. Is there a pattern of behaviour emerging? <i>Addressing the problem behaviours using the <u>Shared Method of Concern</u></i> <i>Cases are chosen in which students are thought to be involved in bullying an individual student who as a consequence has become distressed.</i> <i>2. The suspected student is interviewed without any accusation. The meeting takes place without other students. The interview begins with the practitioner sharing a concern about the plight of the student being bullied. Once this is acknowledged, the suspected student is required to say what they will do to improve the</i></p>	<p>Ensure the safety and well-being of all the students involved.</p> <p>As outlined in the Minister's Statement</p> <p>https://www.education.wa.edu.au/dl/69okxe</p> <p><i>Principals to suspend students who attack other students or start fights New alternative learning settings for the most violent students Principals to automatically move to exclude any student who physically attacks school staff</i></p> <ul style="list-style-type: none"> • <i>Automatic suspension for students who attack other students or instigate fights.</i> • <i>Automatic suspension for students who decide to film a fight rather than seek help.</i> • <i>Principals to develop a behaviour plan for the student's return to school.</i> • <i>Principals to work with families wherever possible.</i>

		<p>situation. A further meeting is arranged several days later to assess progress of the suspected student.</p> <p>4. A meeting is organised with the student being bullied and they are offered the opportunity to share what has happened and how they feel. The question may at some stage be raised as to whether the target could have provoked the bullying in some way. (Occasionally bullying is provoked)</p> <p>5. A meeting is held with the suspected student to plan how they will finally resolve the problem when they meet with the student being bullied at the next meeting</p> <p>6. A final meeting is held with both students present to bring about an agreed and sustainable solution.</p>	
<p>Bring students together to discuss the incident from your conversation with each student. Use social thinking language – expected and unexpected behaviours, Me thinking and We thinking and being a good social detective.</p>	<p>Talk to each student involved in the conflict individually using restorative questions to understand the context and each student’s actions.</p> <ul style="list-style-type: none"> • <i>What did you think when you realised what had happened?</i> • <i>What impact has this incident had on you and others?</i> • <i>What has been the hardest thing for you?</i> • <i>What do you think needs to happen to make things right?</i> <p>Does your reaction match the size of the problem?</p> <p>Bring students together to discuss the incident acknowledge how each</p>		<p>Suspension will be reviewed in a discussion with the parents and other parties involved.</p>

	student has interpreted the event.		
Discuss actions and consequences with students involved. Breach of Good Standing. Shared understandings of fair and just consequences. What can you do to solve this problem? What can others do so this does not happen again?	Discuss actions and consequences with students involved. Breach of Good Standing. Shared understandings of fair and just consequences. What can you do to solve this problem? What can others do so this does not happen again?	Use strength based and restorative practices to restore peaceful co-existence. Discuss a plan of action with the students and inform the parents/guardians of the plan of action.	
Notify parents of the students involved of the incident and consequences of students actions	Inform parents of the physical harm incurred or undertaken. Notify parents of the students involved of the incident and consequences of students actions	Follow up with a parent email to outline the school's response process. Using the Method of Shared Concern and Restorative Practice, strategies to strengthen the target, the support group approach and disciplinary approaches	Inform parents of the physical harm incurred or undertaken. Notify parents of the students involved of the incident and consequences of students actions
Add to Integris	Add to Integris	Add to Integris	Add to Integris Add to OINS