



Positive Behaviour Support Plan

Background

This plan was collaboratively between school community members during Semester 2 2023 and Semester 1 2024 following the adoption of the Circle of Courage model of positive youth development by the Wheatbelt Education Region. Contributions included:

Students

- Development of Hyden Primary School Rights & Responsibilities

All Staff and School Chaplain

- Participation in Circle of Courage professional learning
- Opportunity to contribute to student responsibilities (expected behaviours)
- Opportunity to comment on the draft plan

Teachers, EAs, AIEO, School Chaplain

- Reviewed and commented on all aspects of the plan
- Collaborated to reach consensus on updated rewards and consequences and behaviour steps

Principal

- Coordination and documentation of the review process
- Presentation of behaviour plan review process to school board
- Drafting of the plan based on input from staff workshops and parent/school board feedback
- Mapping of 'rights' based on 'responsibilities' identified by staff and students
- Updating and finalising the plan based on school community input

Parents

- Provided opportunities to participate in Circle of Courage seminar
- Provided opportunity to comment on the HPS Rights & Responsibilities and consultation draft of Positive Behaviour Support Plan

School Board

- Updates of review process provided at Board meetings
- Provided opportunities to participate in Circle of Courage seminar
- Endorsement of the plan on 11th May 2024

Background

At Hyden Primary School, our Positive Behaviour Plan has been developed in alignment with the Department of Education's (the Department) Student Behaviour in Public Schools Policy and Procedures and the Circle of Courage model for positive youth development, supported by the Wheatbelt Education Region. We draw upon strategies from the Western Australian Positive Behaviour Support (PBS) approach and the Department's Classroom Management Strategies (CMS) program. By building and maintaining a culture of positive behaviour, we will enact our school vision which is to nurture a sense of belonging, stimulate life-long learning, cultivate happiness and inspire innovators of the future.

Department of Education Policy Statement

Creating, safe, orderly, inclusive, supportive and culturally responsive environments that enable students to fulfil their learning potential is a responsibility shared by all members of the public schooling system and each school community. Positive student behaviour is essential to promote engagement in learning and to maximise the impact of classroom teaching.

Department of Education Policy Rules

The Department requires schools to:

- engage the school community in building a culture of positive behaviour that values students' strengths, abilities and diversity
- lead the development, implementation, and monitoring of a whole school approach to behaviour that:
 - identifies and communicates rights and responsibilities of all
 - incorporates restorative approaches
 - utilise multi-tiered systems of support that are responsive to student needs
 - builds staff capability to teach and sustain positive behaviour
 - uses available behaviour supports for students with complex needs

Circle of Courage

The Circle of Courage model identifies four needs that individuals across ages, settings and cultures must have met in order to thrive. These needs are essential to wellbeing (Brendtro et al., 2013):

- Belonging – to be a worthy part of a group or community and build meaningful relationships
- Mastery – to be competent and successful at something, having self-control, responsibility, and striving to achieve personal goals
- Independence – to be self-reliant and able to make responsible decisions, take responsibility for one's failures or successes, setting goals and disciplining oneself
- Generosity – to find a purpose beyond oneself, looking forward to be able to contribute to others, be able to give cherished things to others

School Values

Our school values are:

Respect – for yourself, others, the environment and property.

Optimism – dream it, achieve it.

Courage – be brave.

Knowledge – strive for excellence.

A process to update our school values to align with the Circle of Courage and current school community aspirations will be undertaken in the future.

Rights and Responsibilities

The table of rights and responsibilities below was developed by students and staff with an opportunity for parents to provide comment. A copy is to be displayed in all classrooms and prominent areas of the school. This table will be reviewed again in 2024.

We have a right to:	Our responsibilities are to:
Feel included	Invite and include others who want to join in
	Stay in the one place while eating recess and lunch
Be valued as an individual	Accept differences in others
	Let other people make their own decisions
	Respect other people's opinions even if you don't agree with them
Be spoken to and about respectfully	Speak respectfully to and about other people (use kind words)
	Use your manners
	Consider your tone of voice, volume and body language when interacting with others
	Use language appropriate for school
Be treated fairly	Speak up for others if they need help or are being treated unkindly
	Share spaces and equipment with others
	Play fairly and follow the rules of the game
	Follow class rules
Be listened to and have a say	Be honest
	Show the speaker that you are listening
	Take turns when speaking
	Let others have a say
Have our personal space respected	Respect other people's personal space
	Keep our hands and feet to ourselves
	Respect people's privacy
Have our belongings, work and play creations treated with respect	Respect your own and other people's creations (work and play)
	Ask for permission to use other people's things
Learn, work and play in a clean and orderly learning environment	Place rubbish in the correct bin
	Flush the toilet
	Help pack away
	Keep learning and play spaces tidy
	Look after school and other people's property
Start our lessons on time	Be on time for class
	Line up quickly and quietly when the warning bell goes
	Move quietly and keep up with the group when walking to another lesson
	Fill water bottles and go to the toilet before the bell goes
Focus on our learning	Let others focus on their learning
	Use a quiet voice inside
	Follow staff instructions immediately
	Show pride in your work
	Focus on your own work
	Have a go at set tasks
Be safe at school	Walk inside and on verandas
	Wear your hat outside
	Ask permission to retrieve equipment from out of bounds areas
	Use equipment as it is intended
	Push chairs in
	Let an adult know if someone needs help
	Play in the right area
	Use equipment safely

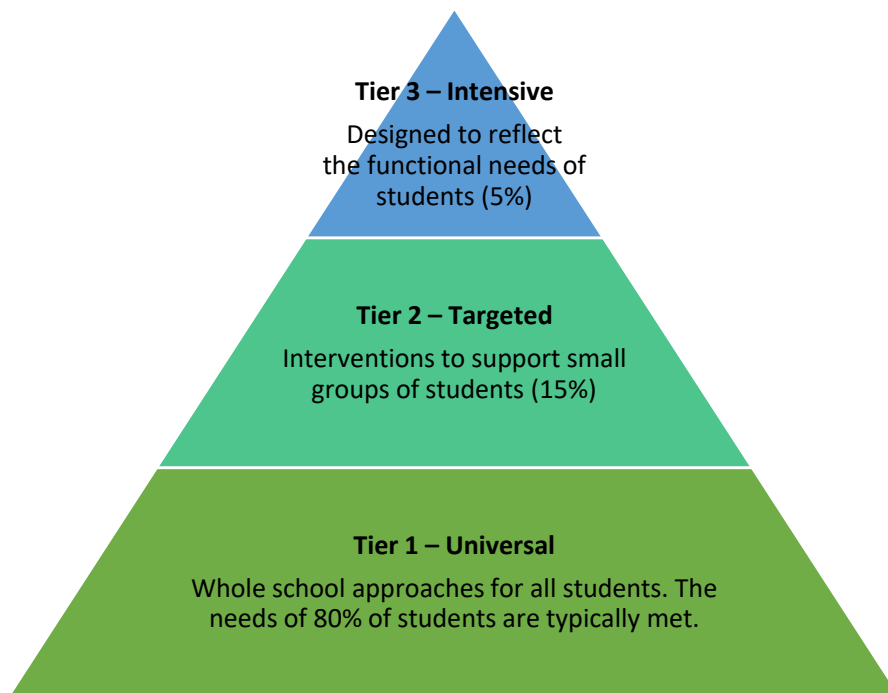
Multi-Tiered Support

In alignment with the Department's behaviour policy and procedures, staff at Hyden Primary School use a multitiered system of support (MTSS) to improve student outcomes including behaviour.

A MTSS:

- Considers student needs
- Provides tiered and interconnected interventions
- Views student priorities through the collective lens of student wellbeing, engagement and achievement
- Helps staff to identify, plan, resource, monitor and connect the right services to support students

The diagram below describes the three tiers of support that MTSS schools provide for students (universal, targeted and intensive).



Reference: <https://ikon.education.wa.edu.au/-/implement-a-multi-tiered-system-of-support?section=mjmq>

Multi-Tiered Support

The table below provides examples of the types of tiered supports that staff at Hyden Primary School use to promote positive behaviour and respond to and plan for students with behaviour support needs. It is important to note that school approaches and interventions must consider individual student needs, and include restorative principles, systems and approaches that support a safe and orderly learning environment.

Tier	Example of approach/interventions
Tier 1	<ul style="list-style-type: none">• Using strategies to meet student needs for belonging, mastery, independence and generosity• Teaching expected behaviours to all students on a regular basis• Reminding students of expected behaviours when they are not being demonstrated• Using frequent specific positive praise and whole school reward system to reinforce expected behaviours
Tier 2	<ul style="list-style-type: none">• Implementation of HPS Behaviour Plan consequences per the behaviour flow chart• Teacher meeting with student to discuss expected behaviours• Teacher discussion with parent about behaviours of concern or repeated instances of unproductive behaviour• Small group or one-on-one support from school chaplain• Restorative conversations facilitated by staff between student and aggrieved parties (e.g. other student)
Tier 3	<ul style="list-style-type: none">• Teacher and/or principal meeting with parent to discuss 'major' behaviours or ongoing behaviour concerns• Development of Individual behaviour support plan and / or individual education plan in consultation with parents and staff• Referral to School of Special Education Needs: Behaviour and Engagement• Referral to school psychologist• Referral to external services such as the child and adolescent mental health service (CAMHS)• Development of plan to restore good standing• Suspension re-entry meeting and plan

Tier 1 - Prevention Approaches

At Hyden Primary School, our approach to promoting positive behaviour and preventing unproductive behaviour aligns with the policy, theory and principles explained in the background section of this plan.

Meeting Students Needs

When students have the four Circle of Courage needs met, they are more likely to lead respectful, caring and productive lives. The table below provides examples of how students can be supported to have these needs

Need	Examples of meeting this need
Belonging	Greet students by name, strive to establish positive relationships with every student, practice 5:1 positive/negative interactions rule, help students see what they have in common with one another, celebrate reaching goals collectively, notice strengths in every student, provide opportunities for students to work in groups.
Mastery	Provide clearly stated learning intentions, consistently offer students descriptive praise, celebrate accomplishments collectively, help students know each other's strengths and interests, promote a growth mindset by focusing on how much students have learned, offer regular feedback.
Independence	Provide movement breaks and sensory supports as required, give choice where possible, include students in problem solving and decision making, use visual timetables, assure students you are here to help and support them, teach and practice and provide calm areas for self-regulation, practice noticing and naming feelings with students.
Generosity	Affirm students who show generosity to others, practice giving compliments, teach and practice empathy for self and others, model kindness and generosity, involve students in appreciation activities, offer all students classroom jobs/roles, create opportunities for students to help each other and showcase their strengths.

Additional Prevention Approaches

- Establish classroom agreements/expectations and routines
- Teach and model expected behaviour
- Arrive at class on time
- Use a signal to begin
- Plan for transitions between activities and locations
- Maintain a consistent, predictable and orderly classroom environment
- Signal the type of response required to questions e.g. hands up, call out, think pair share
- Consider how lesson plans and teaching programs will maintain high levels of student engagement
- Consider how seating plans, options and mat time impact on student behaviour and engagement

Tier 1 - Recognising Positive Behaviour

At Hyden Primary School, we believe in:

- maintaining a culture of high expectations of student behaviour
- the value of intrinsic versus extrinsic rewards
- limiting the use of extrinsic rewards to time based versus token rewards such as prizes
- recognising positive student behaviour by using specific positive praise
- recognition of individual positive behaviour contributing to group/class based rather than individual rewards

Our beliefs are grounded in the Circle of Courage model of positive youth development which aims building a school climate that fosters a sense of belonging and develops intrinsic motivation amongst students to be positively contributing members of the school community. In other words, moving away from transactional relationships ('I do this so I can get that').

Frequent and Specific Positive Praise

In the first instance, students who are exhibiting responsible behaviour are to be provided with frequent and specific praise linked to the Rights and Responsibilities. For example:

- "I like the way you remembered to push your chair in"
- "Well done for being respectful by using your manners"
- "Thank you for being inclusive by asking our new student to join your group"
- "You are being responsible by focusing on your learning"
- "I love that you are being safe by walking on the veranda"

Hyden High Fives

Each class has a Hyden High Five chart. Individual students receive a High Five, by way of stamp on the chart, for demonstrating responsible behaviour. At the start of term, teachers will negotiate with their class a suitable time-based reward that the whole class will participate in once the chart is filled with a pre-determined number of "Hyden High Fives". This approach allows all students to meet the need for mastery by being rewarded for individually demonstrating responsible behaviour and for the whole class to participate in activities that foster a sense of belonging for all class members.

Responding to Unproductive Behaviour

At Hyden Primary School, staff are committed to the following principles when responding to students who infringe of the rights of other or do not demonstrate responsible behaviour:

Principle	
Consistency	All staff, including relief staff, will apply the same approach in their classroom and across the school.
Fairness	Students understand the behaviour expectations and associated consequences and see these being applied consistently in the classroom. The whole class will not receive a consequence based on the behaviour of a group of students.
Respectful	Staff to consider tone of voice, volume and body language when responding to unproductive behaviour. Students have the opportunity to reset and start fresh once they have finished their consequence.
Timeliness	Unproductive behaviour will be dealt in a timely manner. Consequences are not carried over to the following day (excluding suspensions).
Supportive	Students will be supported to demonstrate responsible behaviour using targets strategies e.g. asked to change seats, work next to a staff member, offered a movement break or sensory strategy.
Educative	Students will learn about the HPS Rights and Responsibilities in their classroom and at weekly Monday mini-assemblies.
Restorative	A restorative approach is 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.
Logical	Consequences should be logical where possible. E.g. student not completing assigned work during class time (despite reminders and supports) completes the task for homework.

Classifying Unproductive Behaviour

The table below outlines how specific behaviours are classified at HPS:

Minor Behaviours	Major Behaviours
Breaches of HPS responsibilities or interfering with the rights of others (unless classified as a major behaviour).	Deliberate damage to or theft of property
	Possession, supply of or use of illegal substances or objects, vaping or use of e-cigarettes
	Abuse, threats, harassment or intimidation of staff or students including bullying
	Use of technology to access inappropriate materials
	Physical aggression towards staff or other students
	Discrimination based on identity (e.g. race, gender, sexual identity)

The process for responding to minor and major behaviours is described on the following pages. A flow chart of the process is also provided as Appendix 2 and is to be displayed in all classrooms.

Responding to Minor Behaviours

Staff use the following steps to respond to unproductive behaviours (excluding major behaviours).

At Step 4, students will be asked to go to the in-class reset zone for up to five minutes. Students complete reset in class, not outside the class. The reset zone is a chair located in an area of the classroom free from distractions. Students can face the chair in the direction they are most comfortable. It is not expected students face the wall unless they choose too. If the student and staff member agrees the student is ready to return to the group earlier, they may do so. Students may negotiate additional reset time if they feel they are not ready to return to the group after five minutes e.g. an extra one or two minutes.

- Step 0:** Prevention and support approaches.
- Step 1:** Low-key, non-verbal or minimal verbal response (e.g. the look, proximity, use of name).
- Step 2:** Verbal instruction linked to the associated right being infringed or responsibility not being demonstrated (e.g. please stop talking to Jenny and let her focus on her work; I expect you to play the game fairly).
- Step 3:** Offer bound choice (e.g. Stop talking to Jenny please or you'll need to have 5-minutes in the reset zone*)
- Step 4:** In-class reset (e.g. you are not letting Jenny focus on her work, you need to go to the reset zone.

Student goes to reset – move to Step 5.

Student refuses, offer choice – I expect you to follow instructions immediately. Reset zone or I contact the principal. Give student space to make the choice.

Student goes to reset – move to step 5.

Student refuses- contact principal for support. Teacher contact parent after school.

- Step 5:** Student can join the class earlier if you agree with them that they have reset. Students who demonstrate unproductive behaviour in the reset zone will re-commence their time.
- Step 6:** Consequence finished. Student returns to the group and starts again at Step 0.

Three resets in a day

- Principal to discuss behaviour with student, possible office withdrawal depending on specific behaviour
- Teacher or principal to contact parent
- Recorded in the school's student information system

Staff to consider if an individual behaviour plan (Tier 2 support) if student does not respond to reset or has instances of requiring time in the reset zone over multiple days/weeks.

Responding to Major Behaviours

All instances of major behaviour are reported directly to the principal.

When responding to major behaviours, the one or more of the following consequences may be implemented. The specific consequence(s) will consider the type of behaviour and surrounding circumstances, individual student factors (e.g. age, disability status, plans in plan), student behaviour history and Department policy.

Office Withdrawal

Time in the principal's office to discuss the behaviour and to complete work.

Restorative Conversations

An opportunity for aggrieved parties to engage in a respectful facilitated conversation to repair and restore relationships when harm has occurred. Conflict is seen as an opportunity to grow and learn and teach students to cope with challenges and be accountable for their actions.

Service Activities

Activities completed in the student's own time at school that logically align to the behaviour. E.g. student graffiti's a desk, student cleans the desk.

Individual Plan

Plans that are developed in consultation with staff, the student and their parents to target a particular behaviour. These may include an individual behaviour plan, escalation profile or risk management plan.

Parent Meeting

A meeting between the principal and / or student's teacher and their parent. This may also include the student.

Suspension and Re-Entry Plan

The decision to suspend a student considers multiple factors including the child's age, disability status, type of behaviour, past behaviour history, intent, and Department policy. The length of a suspension takes these factors into account. On return, the student and their parent are required to attend a re-entry meeting where the student will be placed on a re-entry contract to regain their good standing.

Referral to Additional Support Services (Tier 3)

There are additional services that can provide students, staff and families with support to prevent or modify unproductive behaviours. These include: School of Special Education Needs: Behaviour and Engagement; school psychologist, occupational therapist, child and adolescent mental health service. Parent consent is required for all referrals.

Good Standing & Suspensions

The Department of Education requires all schools to implement a good standing policy. All students start the school year with 'good standing'.

Loss Privileges

Students who lose good standing may be withdrawn from non-curricular school activities including reward activities, optional camps and excursions and interschool sports carnivals. Year 6 students may also be suspended from or lose their student leadership position.

Loss of Good Standing & School Suspensions

The Department states that a student loses good standing after a breach, or series of breaches, of school discipline including but not limited to:

- Starting a fight
- Making physical contact with the intention to cause harm
- Filming a fight in the grounds of the school or off-site where there is a reasonable nexus between the incident and school
- Use or possession of e-cigarettes and vapes

At Hyden Primary School, students may also be suspended in the following instances:

- Deliberate damage to or theft of property
- Possession, supply of or use of illegal substances or objects
- Abuse, threats, harassment or intimidation of staff or students including bullying
- Use of technology to access inappropriate materials

Periods of Suspension

In these instances, the student identified is to be suspended for period of time consistent with Regulation 43 of the *School Education Regulations 2000*. The maximum period of suspension is 10 days for serious breaches and is determined by and communicated to the parent and student by the principal.

Re-Entry Meetings

Students are required to attend a re-entry meeting with their parent and the principal on return to school. This may involve a restorative meeting between parties impacted by the student's behaviour.

Regaining Good Standing

A clear and achievable pathway for students to regain good standing, including timeframe, will be discussed and documented in a student re-entry plan.

Additional Support

Depending on the nature of the suspension, the student may require an individual behaviour support plan or escalation profile be completed and implement at school. The principal may also discuss and seek consent from parents to refer their child for additional support from other services e.g. school psychologist.

Roles & Responsibilities

Promoting positive behaviour		
Strategy	Who	When
Embed the Circle of Courage model of positive youth development	All	Ongoing
Build positive relationships with students, parents and the Hyden community	Staff	Ongoing
Include the school community in development and review of the HPS Positive Behaviour Plan (staff, students, school board, parent group)	Principal	As required
Share information about the HPS expected behaviours in newsletters and memos	Principal	Twice per term
Encourage their child to model expected school behaviours	Parents	Ongoing
Teach expected behaviours regularly	Staff	Monday assembly
Provide frequent specific positive praise when students model expected behaviours	Staff	Ongoing
Use the whole school rewards system consistently	Staff	Ongoing
Build staff capacity through training and support	Principal	As required
Preventing unproductive behaviour		
Strategy	Who	When
Use CMS low key strategies (see Appendix 1)	Staff	Ongoing
Use Prevention Approaches outlined in this plan	Staff	Ongoing
Actively supervise students on playground duty and alert classroom teacher of any behaviour issues that may carry over into learning time	Rostered staff	Before school, recess, lunch
Communicate with staff if there are out-of-school factors that may impact their child's behaviour at school	Parents	Ongoing
Support staff to implement a positive behaviour support plan for their child where required	Parents	As required
Responding to unproductive behaviour		
Strategy	Who	When
Follow HPS behaviour flow chart consistently	Staff	As required
Record each reset in Integris	Teacher	As required
Record 'major' behaviours and suspensions in Integris	Principal	As required
Discuss behaviours of concern or repeated instances of unproductive behaviours with parents including where a student has three resets in a day	Teachers	As required
Refer students with ongoing behavioural concerns to the SAER Leader	Teachers	As required
Develop an individual behaviour support plan for students in partnership with parents and the SAER leader or principal	Teachers	As required
Submit a Request for Assistance to the School of Special Education Needs: Behaviour and Engagement for students who don't respond to Tier 1 and 2 supports	Principal	As required
Submit Tier 3 referrals to school psychologist	SAER leader	As required
Submit Tier 3 referrals to external agencies	Principal or SAER Leader	As required

Appendix 1 – Low Key Responses

At Hyden Primary School, we use the Bennett and Smilanich Classroom Management Strategies (CMS) approach to respond to unproductive behaviours.

In the first instance, responding to minor behaviours in a low-key manner that:

1. involve non or minimal verbal responses
2. don't stop the flow of the lesson
3. don't invite escalation (unemotive)

Low Key Responses

Use specific positive praise e.g. I liked the way you tucked your chair in.	Win students over <ul style="list-style-type: none"> • Meet students at the door • Smile, humour, enthusiasm • Demonstrate personal interest • Politeness, use names
Use a signal to begin <ul style="list-style-type: none"> • Develop a signal or routine that means “quiet please” • Pause until silence is attained • Make a pause active – scan the room, move to the students 	Be on alert. Stop things before they go too far (With– it–ness) <ul style="list-style-type: none"> • Eye contact – ‘the look’ • Use of students’ name • A quiet ‘no’ and nothing else • A shake of the head or subtle ‘cough’ • Finger motions • Know when to ignore
Proximity <ul style="list-style-type: none"> • Move about the room while teaching or students are working • Move toward the inappropriate behaviour • Avoid eye contact at this time 	When asking questions signal the type of response you want <ul style="list-style-type: none"> • Hands, no hands • Think pair share • Call out, choral • Write it down
Deal with the problem not the student <ul style="list-style-type: none"> • Communicate that the student is accepted, but the behaviour is not 	Plan for transitions <ul style="list-style-type: none"> • Who does what by when
Deal with the allies first <ul style="list-style-type: none"> • Ask bystanders to move away 	Come on back <ul style="list-style-type: none"> • Praise when right • Ask low key questions
Private dialogue <ul style="list-style-type: none"> • Speak to student about their behaviour privately or quietly when appropriate 	Classroom expectations <ul style="list-style-type: none"> • Establish and maintain clear and consistent classroom expectations