

Student Behaviour Procedures and Guidelines

From the Department of Education Student Behaviour Policy –

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.

[Student Behaviour in Public Schools Policy - Policies - Department of Education](#)

The key elements of the Student Behaviour Policy are –

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

This document outlines procedures that Onslow School adopts to align with the requirement of the DOE Student Behaviour Policy using the six key headings of :

- Staff seek to engage the school community in building a culture of positive behaviour.
- Staff Identify and communicate the rights and responsibilities of all students and staff to engage in building positive behaviour
- Staff incorporate restorative approaches to contribute to a culture of positive behaviour
- Staff utilise multi-tiered systems of support that are responsive to student needs
- Staff build staff capability through training and support to teach and sustain positive behaviour
- Staff use available behaviour supports for students with complex needs.

Onslow School staff seek to engage the school community in building a culture of positive behaviour.

Positive behaviours are taught to develop students' competence and capacity to -

- recognise and regulate their own emotions
- develop empathy for others and understand relationships
- establish and build positive connections with adults and peers
- make responsible decisions
- work effectively with others
- cope with challenging situations.

Onslow School does this by –

- Sharing PBS focus for each fortnight via Connect communication platform
- Displaying PBS focus outside of the classroom and having other PBS charts within the classroom
- Communicate with parents via phone or email when their child's behaviour is a concern and seek to work together to resolve the causes of the behaviour
- Acknowledge circumstances that can be attributed to behaviour that is disruptive and challenging
- Complying with the Department of Education requirements associated with the adoption of the DOE Student Behaviour Policy
- Maintain internal processes for 3 yearly reviews of Onslow School Student Behaviour Guidelines and Procedures or at point of need (including policy update from Department of Education)
- Consult with the School Council, regarding the Student Behaviour Guidelines and Procedures for Onslow School
- Explicit teaching and learning of emotional regulation, empathy, relationships and connections

Onslow School staff Identify and communicate the rights and responsibilities of all students and staff to engage in building positive behaviour

This requires a school culture where students:

- are welcomed, safe, and experience a sense of belonging
- feel their unique strengths and talents are understood, valued and nurtured
- have a voice in decisions that affect them
- learn to take responsibility for their actions and behaviour
- feel a strong sense of purpose as learners and connection with the wider school community
- are not discriminated against on the basis of behaviour as a manifestation of disability.

Onslow School does this by –

- Describing clear behaviour expectations (refer to Appendix A)
 - Be Your Best (Ngarbili)**
 - We always strive to do our best work
 - We are responsible for our own learning
 - We are resilient when things are difficult
 - Be Safe (Mindirra)**
 - We interact positively with others
 - We let others learn
 - Be Caring (Gawi)**
 - We treat others the way that we want to be treated
 - We accept everyone for who they are
 - We care for the environment around us
 - Be Respectful (Bajarri)**
 - We make our school a safe place to be and to learn
 - We are responsible for our own bodies and how we move
 - We come to and leave school safely
- Teaching of behaviours and routines weekly
 - Using behaviour data to inform teaching of positive behaviour expectations and routines
- Encouragement to demonstrate desired behaviours through Dojo points
 - Dojo milestones are celebrated at each assembly
- Clearly defined behaviour flowchart that indicates level of intervention and support (Refer to Appendix B)
- Provide additional support for students using school-based programs, eg Breakfast Club, sensory tools
- Including student voice through surveys and student leaders
- Celebrating cultural, linguistic and learning diversity through additional programs, professional learning and school events

Onslow School staff incorporate restorative approaches to contribute to a culture of positive behaviour

Conversations, between teachers and students or student to student require procedural fairness. The Department of Education endorsed restorative approaches as a tool to support decision making that included voice, neutrality, respect and trust.

Restorative approaches:

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

Onslow School does this by –

- Use of restorative conversations (as per the behaviour flowchart) including student-student, student -teacher and parent-student-teacher (refer to Appendix C)
- Sharing and discussing conflict as a learning experience, including the use of the Bullying Road Map
- Upskilling of staff on restorative approaches
- Explicit teaching of restorative skills for students

Onslow School staff utilise multi-tiered systems of support that are responsive to student needs

A multi-tiered system of support (MTSS) uses a range of school-level and system data to identify behaviours support needs that are responsive to students. It is within a tiered approach for students based on their needs that efforts work collectively towards a safe and orderly learning environment.

Viewing student behaviour through multiple lenses (ecological perspective) enables the school to plan and implement reasonable adjustments to support and teach positive behaviours for all students, including students with complex needs.

As part of this criteria a student's behaviour would be of ongoing concern. Behaviour would be considered challenging, complex or unsafe towards other students and/or themselves and/or their environment that requires more persistent or intensive response. This can include behaviour which is a manifestation of disability.

Onslow School does this by –

- Request for Assistance with ongoing unproductive behaviour
- Documented plans generated –
 - Behaviour Support Action Plan,
 - Behaviour Management Plan
 - Escalation Profile
 - Wellbeing/Safety Plan
- Parent meetings convened between parent-class teacher or parent-leadership
- Use of universal (Tier 1) strategies that focus on teaching and reinforcement or desired behaviour
- Tier 2 and 3 support at point of need in consultation with school psychologist, School of Special Education Needs: Disability (SSEND), School of Special Education Needs: Behaviour and Engagement (SEENBE), and other relevant agencies

Onslow School staff build staff capability through training and support to teach and sustain positive behaviour

Provision of training and professional learning for all staff to-

- effectively implement a whole school approach to student behaviour
- engage in reflective practice to enhance the learning outcomes for students with complex behaviour support needs

Builds the capability of staff to

- create inclusive, welcoming, safe and orderly school learning environments
- de-escalate unsafe and/or aggressive behaviour
- engage in reflective, educative and restorative processes as part of building and maintaining a whole-school culture of positive behaviour

Onslow School does this by –

- Commitment to sustain PBS Team Leader and PBS team
- Scheduled PBS Team meetings
- Comprehensive induction process
- Scheduled professional learning throughout the year during School Development Day and/or Staff Meetings
- Use of Department of Education professional learning both online and face-to-face
- Ongoing review of current processes and systems to enhance consistency in adoptions

Onslow School staff use available behaviour supports for students with complex needs.

Providing support for students identified with complex needs requires the adoption of case management process for identified students. Through collaboration between parents, class teacher, admin and external agencies (if required) there is opportunity to examine options and support required to meet a student's need.

This includes –

- understanding the factors impacting on behaviour and identifying the student needs and the desired behaviour/s
- understanding the function of student behaviour
- developing a documented plan through engaging with and seeking input from parents, and other relevant stakeholders
- document processes for implementing, monitoring, and reviewing the plan
- collect and use data to develop, review and refine the plan

Other factors that need to be considered are –

- social, cultural and historical contexts that impact the student (culturally responsive)
- experience of cumulative harm resulting from trauma/child maltreatment
- disability
- suspended from school on two or more occasions for the same type of behaviour in a school year
- risk of being excluded

Onslow School does this by –

- Use of data recording and tracking to support teachers to identify strategies
- Documented plans regularly updated and referred to for planning
- Consultancy with School Psychology Service
- Planned case management meetings
- Referral to School Psychologist
- Referral to School of Special Education Needs (SSEN) – Disability, Behaviour and Engagement, Medical and Mental Health
- Liaise with Pilbara Education Regional Office

APPENDIX A

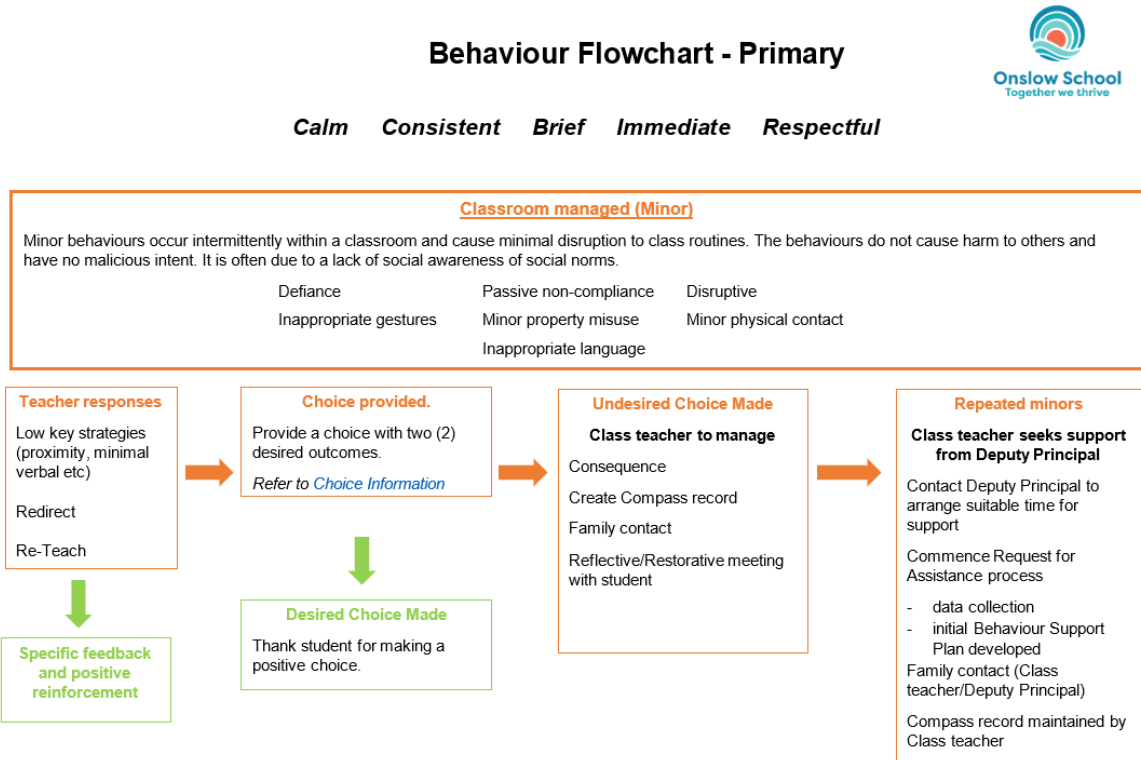


	Be Your Best	Be Respectful	Be Caring	Be Safe
	<ul style="list-style-type: none"> We always strive to do our best work We are responsible for our own learning We are resilient when things are difficult 	<ul style="list-style-type: none"> We interact positively with others We let others learn 	<ul style="list-style-type: none"> We treat others the way that we want to be treated We accept everyone for who they are We care for the environment around us 	<ul style="list-style-type: none"> We make our school a safe place to be and to learn We are responsible for our own bodies and how we move We come to and leave school safely
All the Time	<p>I follow instructions the first time</p> <p>I ask for help when I need it</p> <p>I 'bounce back' when things are tough</p> <p>I wear the correct uniform</p>	<p>I speak kindly to and about everybody</p> <p>I use my manners</p> <p>I carefully listen to others</p> <p>I wait my turn to speak</p> <p>I use 'school talk'</p> <p>I take care of school, students' and my own property</p> <p>I ask permission from others</p> <p>I move around the school quietly</p>	<p>I make everyone feel welcome</p> <p>I help others</p> <p>I encourage others to make positive choices</p> <p>I share with others</p> <p>I follow the agreed game rules</p>	<p>I keep my hands, feet and objects to myself</p> <p>I maintain personal space</p> <p>I move around safely</p> <p>I own my actions and choices</p> <p>I speak up when I am uncomfortable</p>
Class Time	<p>I remain on task</p> <p>I give everything a go, even if it is hard</p>	<p>I use the correct voice volume</p>	<p>I work well in a team</p>	<p>I keep my learning area tidy</p> <p>I walk in the classroom</p> <p>I use technology as directed</p>
Outside Non-class time	<p>I arrive on time to school and class</p>	<p>I wait responsibly outside classrooms</p>	<p>I invite others to play</p> <p>I pick up rubbish and put it in the bin</p> <p>I look after the school grounds</p>	<p>I walk on hard surfaces</p> <p>I report problems to a duty teacher</p> <p>I stay seated while eating</p> <p>I eat my own food</p> <p>I walk my bike, scooter or skateboard within the school grounds</p>

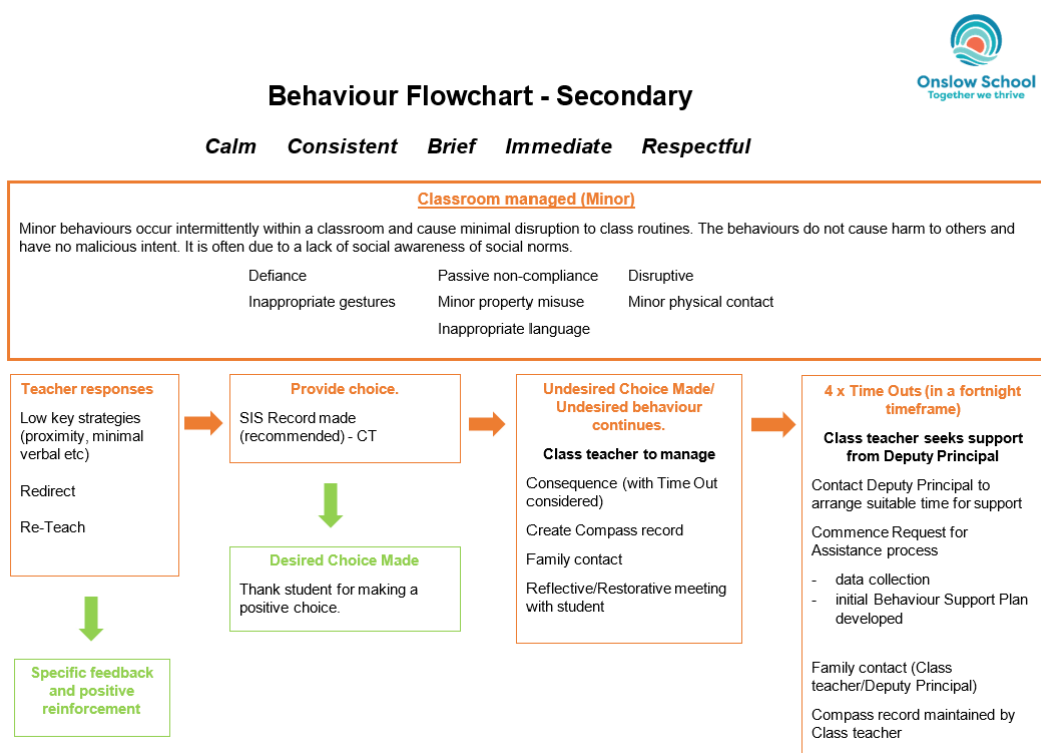
APPENDIX B

The behaviour flowcharts act as a guide for all staff and may be adjusted according to circumstance.

PRIMARY BEHAVIOUR FLOWCHART



SECONDARY BEHAVIOUR FLOWCHART



Behaviour Reflection tool



Name: _____

Lesson: _____

Date: _____

Time: _____

Describe what you did.

Describe what others did.

What were your thoughts/feelings at the time?

What do you think was your impact (effect) on others – students / staff / community?

Circle the behaviour expectation that we will discuss today.

Be Safe

Be Respectful

Be Your Best

Be Caring

What could you do differently next time?

OFFICE USE ONLY

Parent Contact

Compass entry completed

Discussed with student