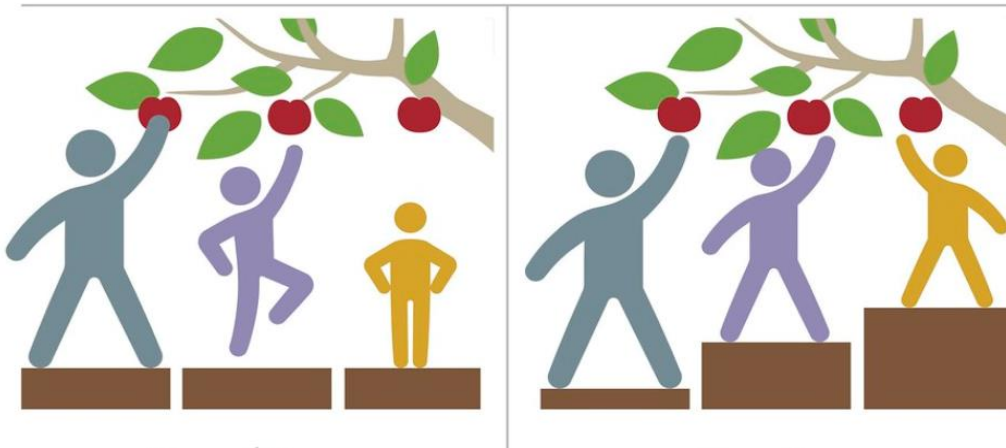




Osborne
PRIMARY SCHOOL

Positive Behaviour Policy

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HISTORY OF CHANGE

Last update date	Notes
24/4/2023	<ul style="list-style-type: none">• Student leadership• Rhythm2Recovery• Story Dogs

Endorsed by staff on 24/04/2023

FOREWARD

This document aims to provide background on the school's operations in the area of engagement and student code of conduct. It describes strategic investment, processes and clarifies the school's expectations and agreed accountabilities for all stakeholders. It is a framework for student engagement and behaviour management at Osborne PS. Specific classroom management policies are available to parents and relevant parties directly from the teacher or principal. Students, teachers, ancillary staff and parents are all key stakeholders, critical to the successful engagement and management of students.

RELATED DOCUMENTS (DEPARTMENT OF EDUCATION & OSBORNE PRIMARY SCHOOL)

- Department of Education Policy and Guidelines
- Good Standing Document (Let's Take a Stand Together)
- OPS Mental Health
- OPS Business Plan
- School Resources

RATIONALE

Osborne Primary School is a productive, engaging learning environment with all teachers, students, administrators, support staff and parents working in harmony for the successful development of each student. At Osborne Primary School, we promote a Growth Mindset culture through our core values of Respect, Responsibility and Resilience.

We believe that just as students need explicit feedback on core learning areas, they require the same feedback and support to develop positive behaviour.

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1. RIGHTS AND RESPONSIBILITIES

	RIGHTS	RESPONSIBILITIES	
Students have the right to	<ul style="list-style-type: none"> • An education • Learn in a purposeful and supportive environment • Work and play in a safe, secure and clean environment • Be treated with respect • Be heard 	<ul style="list-style-type: none"> • Take ownership of their learning • Behaving in a way that protects the safety and wellbeing of others • Be accountable for their actions • Show respect and courtesy to others • Taking care of school resources and personal belongings 	Students are responsible for
Staff have the right to	<ul style="list-style-type: none"> • Teach in a purposeful environment with cooperation and support from colleagues • Work in a supportive partnership with parents • Work in a safe and positive environment • Work in a clean and secure environment • Be treated with respect • Be heard 	<ul style="list-style-type: none"> • Establishing positive relationships with students, parents and colleagues • Modelling and showing respectful and courteous behaviour • Providing quality teaching that improves student outcomes (academic, social-emotional, wellbeing) • Creating a calm, positive learning environment • Setting clear expectations for student behaviour • Working in a supportive partnership with parents • Notifying parents of any concerns • Responding to communication from parents • Assessing and responding proactively to potential risks 	Staff are responsible for
Parents have the right to	<ul style="list-style-type: none"> • Access education appropriate to the child's needs • Be informed of policy, procedures and decisions affecting their child • Be informed of their child's academic progress • Be treated with respect • Be heard in an appropriate forum on matters relating to their child's education 	<ul style="list-style-type: none"> • Modelling and showing respectful and courteous behaviour • Working in a supportive partnership with the school to improve outcomes for their child • Attending scheduled meetings and respond to communication from the school • Providing consumable equipment and materials required for their child's learning 	Parents are responsible for

2. CODE OF CONDUCT: EXPECTED BEHAVIOURS

GROWTH MINDSET			
	Respect	Responsibility	Resilience
Around the school	<ul style="list-style-type: none"> • Accept others for who they are • Accept differing opinions to your own • Show kindness • Listen to others • Speak positively • Encourage others • Be polite • Keep personal space • Keep the noise level down • Follow teacher directions • Respect peoples place in the line • Respect toilet resources (paper, water, soap) 	<ul style="list-style-type: none"> • Walk on veranda, paths and shared spaces • Use railings in a safe manner • Store bicycles and scooters in designated areas. Not to be ridden in school grounds • Maintain good hygiene habits • Toilets are a play free zone • All food and drink to be consumed in designated areas and all litter to be placed in bins • Follow uniform policy • Be honest and accountable • Take ownership of actions • Dispose of rubbish appropriately • Keep bags zipped up on benches or hooks 	<ul style="list-style-type: none"> • Explore new friendships and include others • Join in and have fun • Try new things • Be a problem solver • Seek solutions • Negotiate to come to a fair agreement • Be positive • Be brave and bounce back • Challenge yourself • Set and achieve personal goals
As a learner	<ul style="list-style-type: none"> • Follow instructions • Help others • Share • Turn taking • Take care of equipment and resources • Allow others to teach and learn • Keep your classroom tidy • Keep the noise level down • Listen to others 	<ul style="list-style-type: none"> • Do your best • Stay on task • Be prepared for daily lessons including library and sport • Be punctual to class 	<ul style="list-style-type: none"> • Be open and ready to learn • Celebrate your successes and those of others • Persevere with challenges • See mistakes as part of learning/progress • Ask for help • Set, work toward and reflect on goals
Online	<ul style="list-style-type: none"> • Use appropriate language • Take care of equipment • Ensure shared devices are returned and put on charge • Protect others work stored on shared devices 	<ul style="list-style-type: none"> • Follow ICT agreement • Report anything that does not feel right to an adult • Only do things online that you would show everyone • Hand mobile phones and devices to office upon arrival • Be accountable for own actions 	<ul style="list-style-type: none"> • Agree and adhere to ICT agreement • Make and keep connections with others positive when online

3. ENGAGEMENT PROCESS

3.1 Positive Learning Environment

Safety (physical and emotional)

- Safe spaces that have appropriate levels of sensory stimulation in and outside of the classroom e.g. Room 5 Calm Corner
- Emotional safety established through building trust with students and showing respect.

Positive relationships

- Trust and positive relationship by being consistent, predictable, nurturing, warm, empathetic, genuine and fostering a sense of belonging.

Predictable routines

- Be clear about expected behaviours and consequences.
- Anticipate difficult times (transition, relief teachers) and provide preventative supports and advanced warning to students.

Behaviour strategies

- Consider why the behaviour occurs and what the student might need.
- Respond in a way that is consistent, instructional, respectful and non-punitive.

Social and emotional literacy

- Teach students self-regulation including:
 - identifying and naming emotions
 - physical regulation strategies such as breathing and muscle relaxation
 - effective ways to communicate and express feelings

Teaching strategies

- Use teaching strategies that are appropriate for student needs
- Differentiate academic instruction – provide lessons and activities that are achievable
- Provide opportunities for all students to succeed. For example:
 - Set individual goals with students
 - Select activities that emphasise student strengths
 - Visual and mnemonic cues
 - Breaking down tasks or assessments into manageable steps
 - Repeating information
 - Scaffolding

Physical environment

- Calm and positive environment sensitive to sensory input (lighting, noise levels etc)

Student voice

- Involve students in class decision making
- Create opportunities for student contributions

3.2 Student Leadership

<p>School Captains and Committee</p>	<p>All Year Six students are given the opportunity to nominate themselves for School Captain. Candidates prepare and present a speech in an election outlining why they believe they should be chosen for the role. Two School Captains are voted for by Years Four to Six and staff through a voting ballot process.</p> <p>School Captains represent the students at the school by voicing ideas of how to improve the school for students in weekly Captain meetings attended by all Captains.</p> <p>Captains work alongside the other Year Six Captains to organise and facilitate whole-school events, fortnightly assemblies, special events (ANZAC Day and Reconciliation Week assemblies), fundraisers and contributions to school newsletters.</p> <p>Other roles include acting as representatives of the school community events such as the Osborne Park ANZAC Day Dawn Service.</p> <p>School Captains lead a self-nominated committee of Year Six students who assist in fulfilling their roles and responsibilities.</p> <p>Before Captains and committee members can begin their roles, they receive a contract outlining their roles, responsibilities and expectations. Contracts are to be read and signed by the student, parents, classroom teacher and principals.</p>
<p>Faction Captains and Committees</p>	<p>All Year Six students are given the opportunity to nominate themselves as Faction Captain. Candidates prepare and present a speech in an election outlining why they believe they should be chosen for the role. One Faction Captain for each faction are voted for by Years Four to Six and staff through a voting ballot process.</p> <p>Faction Captains represent the students at the school by voicing ideas of how to improve the school for students in weekly Captain meetings attended by all Captains.</p> <p>Faction Captains work alongside the Physical Education teacher in supporting sport within the school, helping with responsibilities such as managing and maintaining sports equipment, assisting with morning fitness, senior sport and athletics carnivals.</p> <p>Faction Captains work alongside the other Year Six Captains to organise and facilitate whole-school events. Other roles include acting as representatives of the school at community events such as the Osborne Park ANZAC Day Dawn Service.</p> <p>Faction Captains each lead a self-nominated group of Year Six students who act as committees who assist in fulfilling sport roles and responsibilities.</p> <p>Before Captains and committee members can begin their roles, they receive a contract outlining their roles, responsibilities and expectations. Contracts are to be read and signed by the student, parents, the Physical Education teacher and principals.</p>

<p>Class Representatives Year PP-6</p>	<p>All students from Year 2 to 6 have an opportunity to nominate for a class representative position. Nominees prepare and present a short speech to their class outlining why they should be chosen for this role. Successful candidates are voted in by their classroom peers in a ballot process.</p> <p>Class representatives are the voice of their classroom peers. They are responsible for representing the views, opinions, and ideas from their class in regular meetings with the Deputy principal and a teacher. These meetings occur in Week 5 and 10 of each term. After each meeting, class representatives report back to their individual classes.</p>
<p>Arts Captains and Committee</p>	<p>All Year Six students are given the opportunity to nominate themselves as Arts Captain. Candidates prepare and present a speech in an election outlining why they believe they should be chosen for the role. One Music Captain and one Visual Arts Captains is voted for by Years Four to Six and staff through a voting ballot process.</p> <p>Arts Captains represent the students at the school by voicing ideas of how to improve the school for students in weekly Captain meetings attended by all Captains.</p> <p>Arts Captains work alongside the Arts teacher (Visual Arts and Music) to support and promote the Arts within the school. The Visual Art Captain assists in the art room and with events such as The Year 5/6 Balcatta Art Exhibition. The Music Captain assists with the sound system and choir.</p> <p>Arts Captains work alongside the other Year Six Captains to plan and facilitate whole-school events. Other roles include acting as representatives of the school at community events such as the Osborne Park ANZAC Day Dawn Service.</p> <p>Arts Captains each lead a self-nominated group of Year Six students who act as committees who assist in fulfilling sport roles and responsibilities.</p> <p>Before Captains and committee members can begin their roles, they receive a contract outlining their roles, responsibilities and expectations. Contracts are to be read and signed by the student, parents, the Arts teacher and principals.</p>
<p>Senior Waste Wise Warriors</p>	<p>All Year Six students work as a cohort to manage school waste-wise initiatives such as weekly paper and cardboard collections, battery recycling, stationery recycling and Containers for Change.</p> <p>Regular class discussions are held about recycling in the school where students can voice their thoughts and ideas for improvements. These are then investigated further by the Year Six Captains in Captain meetings.</p>
<p>Intermediate Waste Wise Warriors</p>	<p>Intermediate students are responsible for the management of the school worm farms and compost bins. This includes feeding the worms food scraps and collecting worm wee to sell and fund continual worm farm initiatives.</p> <p>Intermediate students are also responsible for running the school Fitness for Fun Friday program, focusing on reducing our carbon footprint by coming to school actively. This involves writing and announcing weekly updates, providing incentives and collecting data.</p>

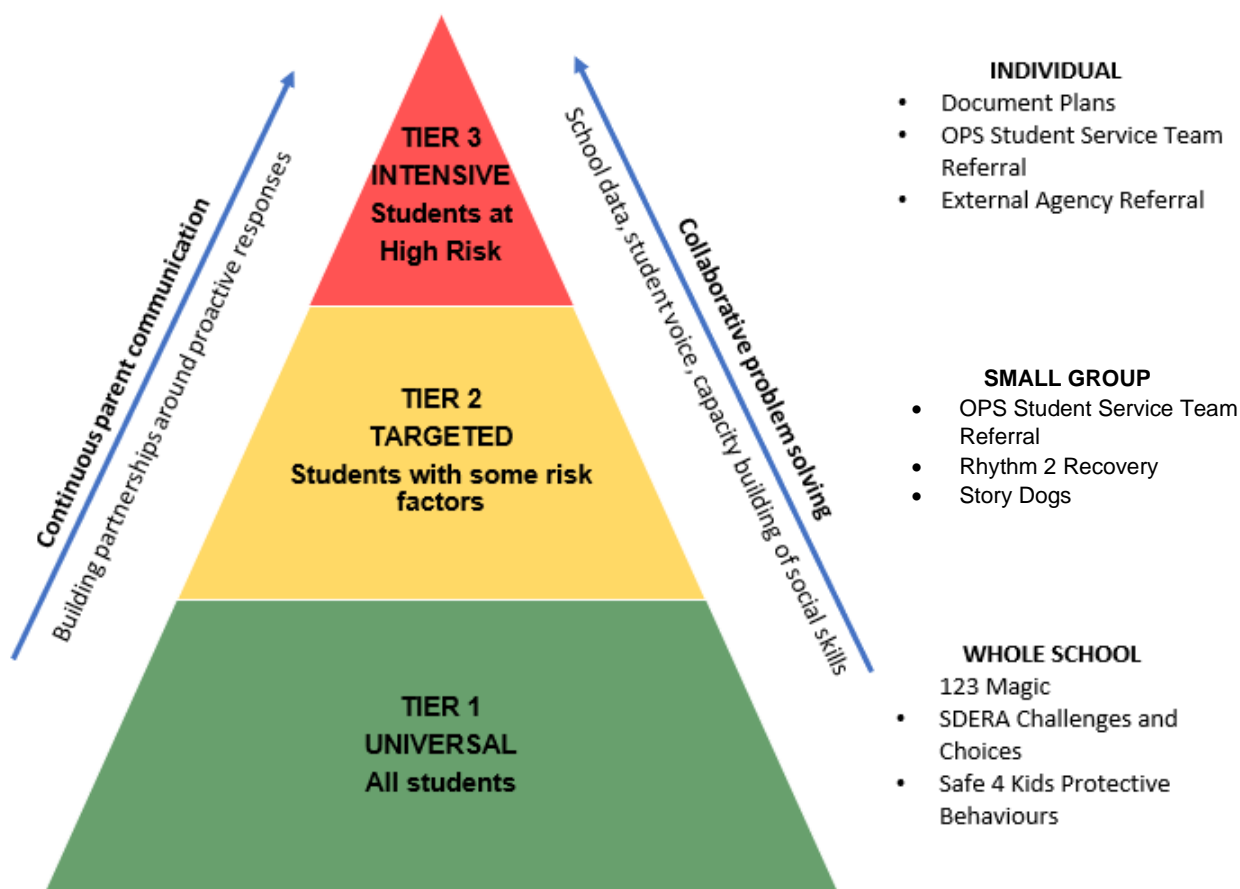
Library Monitors	Library Monitors are teacher-selected leaders who support the library officer to keep the library tidy, manage book returns and assist with shelving.
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3.3 Setting expectations/ limits/ rules

- Principal/Deputy visit classrooms at start of each year to set school wide expectations/ limits/ rules and explain *Good Standing*
- Teachers set class expectations/ limits/ rules with
 - Clearly expressed expectations that include student voice
 - Flexibility in expectations/ limits/ rules when required
 - Expectations that are within the student's ability
 - Opportunities for the student to step away when they need to, not sent away

Department of Education 4/5/21

4. WHOLE SCHOOL MODEL OF INTERVENTION



4.1 Student Services Team

The OPS Student Services Team includes our Students at Educational Risk (SAER) Coordinator, School Psychologist, Aboriginal and Islander Education Officer (AIEO) and School Chaplain.

- School Psychologist: Our school psychologist may become involved if further observation and opinion is required to determine the student’s needs and the triggers for their behaviours
- AIEO: Our AIEO works with our First Nations students and families.
- School Chaplain: Our School Chaplain designs and implements individual and small group programs that target Personal and Social Capability goals outlined in students’ Individual Education Plan (IEP).

4.2 TIER 1 UNIVERSAL All students

***Note OPS currently has 5 school values. After staff survey and consultation, we are proposing to change this to the 3 values below starting Term 3 2023**

Our School Values are embedded in our daily teachings and interactions. Specific focus is given to each value cyclically through our assemblies and classroom practice. Most effectively, every teachable moment ensures a focus on the positive culture of our school, practised daily through our school values.

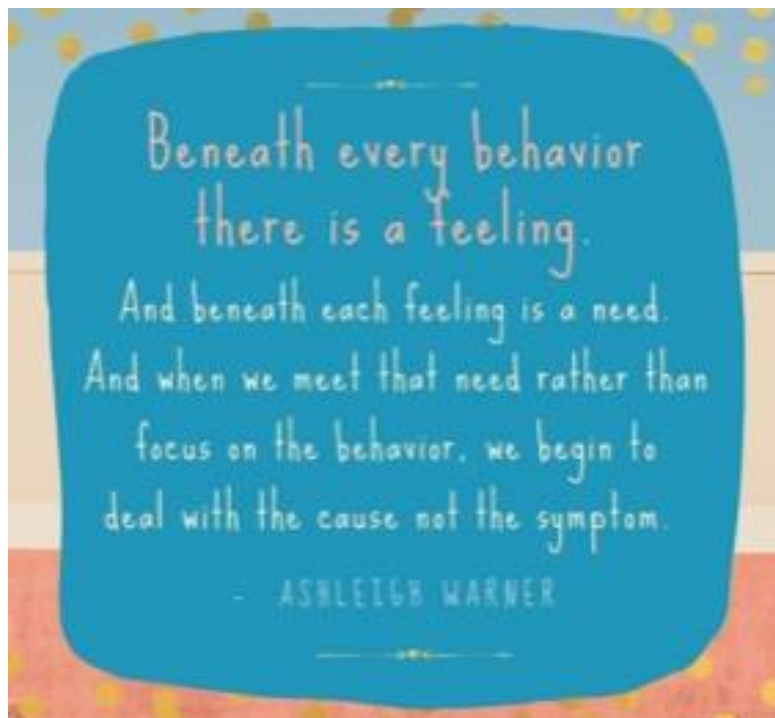
- **Resilience**
- **Responsibility**
- **Respect**

Staff follow Engagement Process outlined above.

1,2,3 Magic and Emotion Coaching is used from K-6 to promote positive behaviour and **self-regulation**.

Whole school approach

- Red and Green Choices
- Choose: Ignore, Emotion Coach or *Count (*this can look different in each class – the count is a strategy that is tailored to class and individual needs. The strategy is a reminder to the student that they need to be making a green choice*)
- On the third *count (reminder), the student has shown that they have been unable to self-regulate within the current environment. At this point, the teacher uses Take 5 strategy. This can look different from class to class however the purpose is to give student space and time to self-regulate. It gives time for the student to reset, break the pattern and use a strategy to self-regulate. Strategies may include breathing, various sensory input, sitting quietly, journaling, colouring, walking, physical activity, etc. A Take 5 may take place in a quiet spot in the classroom, on the veranda or bench outside the classroom or a predetermined space determined by the teacher.



4.3 TIER 2 TARGETED Students with some risk factors

For students who require additional support to self-regulate and manage behaviours, teachers may write a **Behaviour Support Plan**. This includes:

- the target behaviour (outlining the desired behaviour; *what we want to see*)
- known triggers
- strategies used in the classroom to support positive behaviour choices
- types of positive reinforcement provided when the desired behaviour is displayed.

Further to this, with parent consultation and permission, the classroom teacher may put in a referral to the Students Services Team. This referral is read by the SAER Coordinator and discussed with relevant member of Student Service Team to provide support.

Rhythm2Recovery:

“Rhythm2Recovery delivers therapeutic programs and professional development, that utilise fun and engaging rhythmic musical activities to support social and emotional development. Based on the latest neuro-science this approach has been shown to support increased emotional regulation, improved social connection and reduced levels of anxiety and other elements of psychological distress.”

[https:// www.rhythm2recovery.com](https://www.rhythm2recovery.com)

The program targets identified Years 4 – 6 (Tier 2) students in a small group setting. Groups participate in weekly sessions for 6 consecutive weeks. Sessions are lead by Osborne’s Arts teacher, an accredited facilitator of this program.

Story Dogs:

“Story Dogs is a fun and unique reading support program that improves children’s reading and communication skills by children reading to an accredited companion dog and its handler”

<https://www.storydogs.org.au/>

The program targets identified Year 2 - 3 (Tier 2) students in a 1:1 setting.

While Story Dogs is primarily a reading support program, designed to increase confidence of reluctant readers, we have found this program to have additional benefits for our Tier 2 students. This 1:1 positive interaction provides students with the opportunity to be listened to, to make mistakes and to take their time reading in a safe, non-judgemental, supportive environment.

4.4 TIER 3 INTENSIVE students at high risk

Further to classroom Behaviour Support Plans, there are additional resources and Documented Plans used support high end challenging behaviour.

In these cases, the SAER Coordinator/Deputy and School Psychologist work together with the classroom teacher to develop and implement intervention strategies and supports. These may include:

- Functional Behaviour Assessment to identify the needs of the student/triggers for behaviours
- Escalation/Risk Management Profile
- Referrals to external and department agencies (SEN BE, SEN MH, CAMHS, YORGUM)

Meetings are held with the student’s parents at all stages. We aim to work in partnership to support success of the student.

5 RESPONSES TO BEHAVIOUR

5.1 Positive recognition

- Positive feedback (link to values and Growth Mindset chart)
- Encouragement
- Teacher praise
- Honour certificates
- Aussie of the Month award
- Visits to Principal/Associate Principal
- Class based rewards e.g. dojo points, class money

5.1.1 Positive Recognition: PP-6 Values Program

Our whole school 'Code of Conduct: Expected Behaviours' articulates what our school values look like in everyday school life. A new expectation is focused on each fortnight (See Term Plan for Whole School Expectation Focus). Expectations are explicitly taught and modelled in every classroom across the school. Positive reinforcement includes:

- **Values tokens:** These are given to individual students demonstrating the expected focus (instant). Individual values tokens are tallied weekly in class. Class Value Thermometers are displayed on classroom doors and show how many tokens each class has received. Once a class reaches 50 tokens in one term, they receive an extended 10 minute lunch play. Once a class reaches 100 tokens in one term, the class receives a reward that has been pre-negotiated with teacher and class members.
- **Values Certificate:** These are given to individual students (one per class) who have consistently demonstrated the expected focus over the fortnight. Certificates are presented at each school assembly.
- **Class Values Award:** The class who has consistently, or shown noticeable improvement, in demonstrating the expected focus for the fortnight receives this award at our school assembly.

5.2 Strategies to support positive behaviour

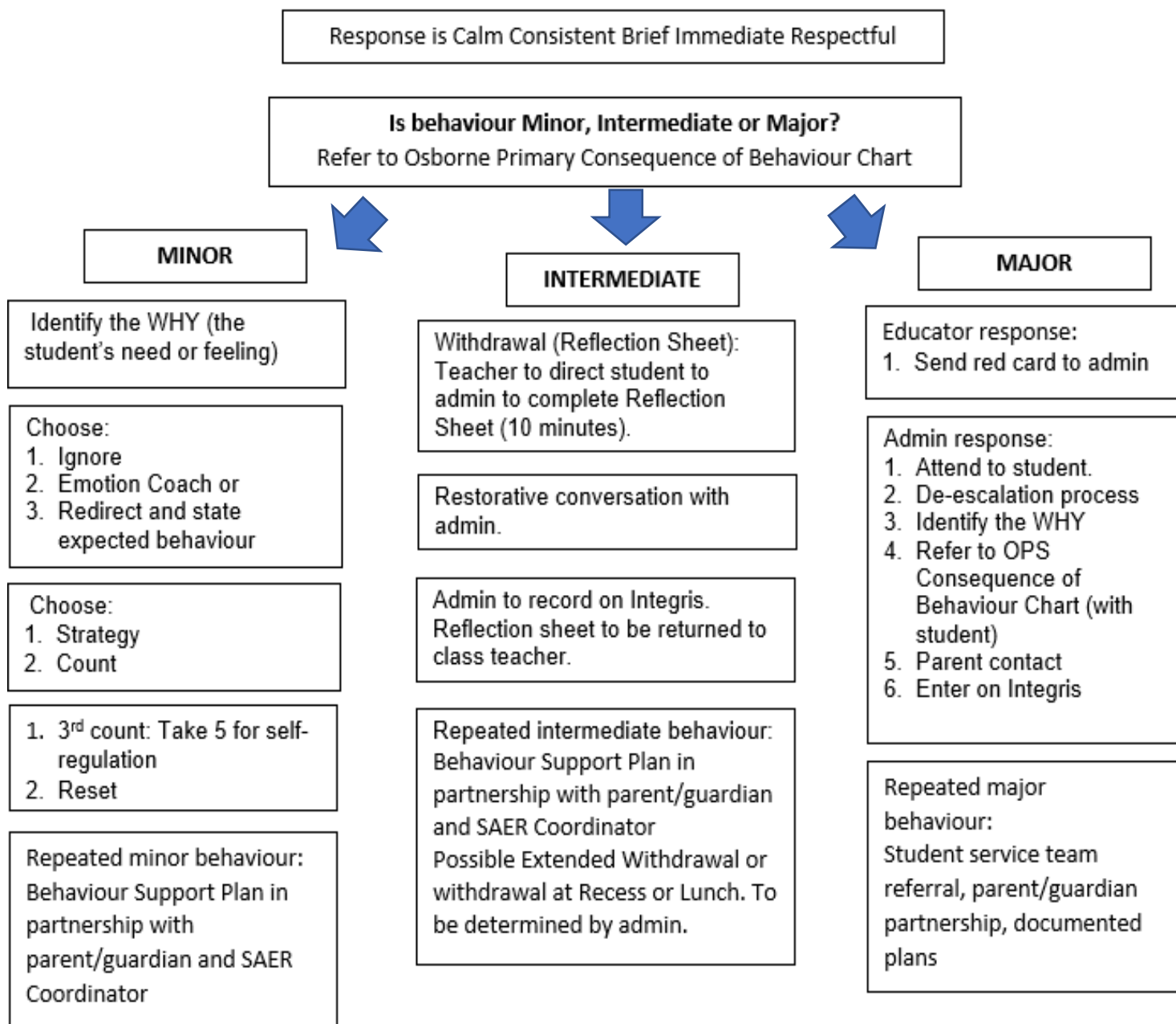
- Opt in or Opt out
- Choice - This or That
- First...Then...
- Take up time
- Take 5
- Label feeling, Validate feelings
- Low key skills (CMS) (eye contact, positioning, pausing)

5.3 Considered Responses to Behaviour

- Natural – what naturally follows the behaviour
- Logical – related to behaviour
- Proportionate – to the behaviour
- Achievable – doable within a school setting and timeframe
- Presented calmly without anger or blame
- Discussed in advance when possible
- Delivered when the student is calm and can happen at a later time
- Certainty not severity of the consequence - can be a simple conversation

The purpose of responding to a behaviour is to support, correct and teach.

5.4 Behaviour Flow Chart



5.5 Consequence of Behaviour Chart

OSBORNE PRIMARY CONSEQUENCE OF BEHAVIOUR CHART

- Every student and staff member has a right to feel safe in their environment.
- Every teacher has a right to teach in an environment that is calm and respectful.
- Every parent has a right to know that their child is learning in a safe environment.



Minor - Teacher managed	Teacher or Admin managed	Major – Administration managed
	Withdrawal (Reflection Sheet)	In School/Out of School Suspension
Answering back (low level)	Arguing with teacher	Swearing at/abusing staff
Calling out		
Ignoring instructions	Continued defiance/refusal	
Work avoidance		
Disrupting others' learning	Repeated minor behaviours	Ongoing unsafe behaviours
Inappropriate comments (low level)	Bullying	Ongoing bullying – physical/verbal
Being unkind	Discrimination	Ongoing discrimination
Swearing (low level, non-personal)	Swearing (ongoing and/or personal)	Swearing/verbal abuse
Touching/annoying others	Hitting others (low level)	Physical assault
Spitting on ground	Spitting towards others	Spitting on someone
Late to class after recess or lunch		Leaving school ground without permission
Leaving class without permission		
Using others property without permission		Wilful damage to school or other's property
Dishonesty		

5.6 Extended Withdrawal

Extended withdrawal is when a student is withdrawn from class for longer than 15 minutes, but no longer than one day. The length of withdrawal is determined by administration on an individual basis. During this time the student is supported to reflect on their behaviour and determine actions to improve their behaviour choices within the classroom or playground. Classroom teachers are responsible for ensuring that work is provided from the student's regular learning program, at a level that can be completed independently. At the conclusion of the withdrawal, the student returns to class.

5.7 Suspension

The principal can suspend a student from attendance at school when the administrative team consider they have committed a breach of school discipline.

The maximum period of suspension is five days for a breach of school discipline and 10 days for a serious breach of school discipline.

Periods of suspension must not be imposed consecutively. The suspension must terminate at the end of the school term in which it was imposed and not continue into the following term. If a student is to be suspended for a period which is longer than the days left in a term the student will be suspended from attending school for the remainder of the term but will return to school on the first day of the following term.

Students must return to school immediately following the end of the suspension period. Planning for the student's return and consultation with parents, if required, must be completed during the time the student is suspended. Conditions cannot be placed on a student's return to school at the end of the suspension period.

The Principal must not allow a student who is suspended prior to the end of the school day to leave the school grounds until an arrangement to get the student home is agreed to by the principal and the student's parent.

The principal may give a student permission to be on school property for specific activities or programs during a period of suspension. A student entering school property without specific permission will be in breach of suspension conditions. In such cases, when the student returns to school at the conclusion of the current suspension, consultation with the parents and student will take place to discuss possible consequences for the breach of suspension conditions. An additional period of suspension can be imposed. Persistent breaches or gross misbehaviour could lead to a recommendation for exclusion.

Consultation with the student and parents is essential when a student has been suspended from school.

When required, this consultation will lead to the establishment of an individual behaviour management plan

When a student has been suspended for a total of 10 or more days in one school year, further consultation with parents must take place to review the behaviour management plan for the student and the educational program being provided.

If a student accumulates 20 days suspension in one year, the school is required to involve the district education office as part of a case management approach. The district education office staff member will assist the school, family and relevant agencies to formally review all aspects of the student's situation and jointly develop a documented plan. This plan must be monitored and reviewed.

Information regarding the suspension must be entered into the school's information management system (Integris).

Students are to be recorded "S" during the period of suspension.

5.7.1 Suspension for breach of school discipline

If Principal/Associate proposes to suspend a student for a breach of school discipline, other than a serious breach of school discipline, the student must be afforded procedural fairness before a decision is made.

The Principal/Associate will:

- inform the student and parent of the reason for the proposed suspension and the intended duration;
- provide the student and their parent a reasonable opportunity to respond. If the principal cannot contact the parent by phone, then they must send a letter outlining the intent to suspend and providing the parent with the opportunity to respond

If after considering all of the relevant evidence including explanations from the student and their parent, the principal decides that there are sufficient grounds for the student to be suspended, the principal must notify the student and their parent in writing of the suspension.

Parents/guardians ignoring phone calls/messages from the school are not absolved from the intended suspension.

Conditions that are attached to a period of suspension must specify:

- any permission granted for the student to attend school during their period of suspension;
- the school response to a student entering school property without specific permission being given by the principal; students suspended at OPS are not entitled to enter school grounds, regardless of being accompanied by a parent in situations where e.g. they may be collecting a sibling
- that the parent is responsible for the student during the period of suspension from school; and
- any other specific conditions considered to be necessary by the principal.

5.7.2 Suspension for serious breach of school discipline

The principal is able to suspend a student immediately for a serious breach of school discipline.

As soon as practicable after the suspension takes effect, the student must be afforded procedural fairness. The principal must:

- inform the student and their parent in writing of the reason for, and the intended duration of, the suspension; and
- provide the student and their parent a reasonable opportunity to show that the student should not have been suspended or that the suspension should not continue.

If the student and their parent disagree with the suspension imposed, then they may request a review of the decision. Such a request is to be made to the district education office and managed according to the Disputes and Complaints policy. A review does not prevent the period of suspension being imposed or continuing in effect.

5.7.3 Education Instruction for a student suspended from school

Staff must provide any student who is suspended from school for three or more consecutive school days or has accumulated five days suspension within the year with educational instruction during the period of suspension. Staff must provide a student suspended from school every opportunity to

continue with their education program and fulfil course requirements, including the opportunity to complete assignments or assessments conducted during the period of suspension.

This does not require school staff to supervise the student during the period of suspension unless the student has specific permission to be on school property.

Staff must inform parents of the education instruction made available and encourage parents to support the completion of these materials.

5.7.4 Suspension Re-entry

On returning to school from suspension, the student will engage in a re-entry process (restorative conversation) with administration.

5.8 Physical Contact and Restraint

School staff may use physical contact to care for a student or to manage their behaviour.

Physical contact with students differs from restraint in that it uses little or no physical force and its purpose is to correct or direct a student.

Staff may use contact to prompt, to give reassurance or to offer support in a variety of situations. Younger students in particular may need reassurance and comfort in certain situations. Staff should be aware that some students find this use of physical contact unwelcome or inappropriate.

Before any form of physical contact is used with a student, staff must consider the:

- age of the student;
- situation in which it is used;
- the purpose of the physical contact; and
- the likely response of the student.

Staff at Osborne Primary are trained in Team Teach, a framework designed to focus on positive behaviour support approaches, with an emphasis on de-escalation, risk and restraint reduction (Team Teach APAC).

We act in accordance with the Education Act, Regulation 38;

38. Staff member's powers to manage etc. students

A member of staff of a government school may, in the performance of the person's functions, take such action, including physical contact with a student or a student's property, as is reasonable —

- (a) to manage or care for a student; or
- (b) to maintain or re-establish order; or
- (c) to prevent or restrain a person from —
 - (i) placing at risk the safety of any person; or
 - (ii) damaging any property.

[Regulation 38 inserted: Gazette 24 Aug 2007 p. 4318.]

When attempting to maintain order it is always preferable for staff to use verbal de-escalation strategies to manage student behaviour. However, it may become necessary for a staff member to use reasonable physical contact to maintain or re-establish order. This may also include situations where teachers are required to defend themselves from physical harm.

The application of any form of physical contact towards a student places staff in a vulnerable position.

Staff must only use reasonable physical contact once other less intrusive alternatives have failed.

Examples of physical contact include escorting a student by the arm or hand, holding, guiding or shepherding.

Physical contact must not be used where it is intended to provoke or punish a student or is intended to cause pain, injury or humiliation.

The degree of physical contact must be in proportion to the seriousness of the behaviour or the circumstances it is intended to prevent or manage. The duration of the contact must be the minimum required to achieve the desired result.

Physical contact may also be used where it is required to support compliance with a specific behaviour modification.

Physical Restraint

Guideline

Principals are encouraged to develop an ethos where physical restraint or contact with students, to manage behaviour, will not be necessary.

Where staff are required to use restraint on an ongoing basis to manage the behaviour of an individual student, information about the use of restraint must be included in the student's documented plan. This allows schools to assess and minimise the risk associated with restraint.

In this case, staff will document restraint for use as part of a hierarchy of responses, after other less intrusive alternatives have failed or been deemed inappropriate.

Planning for the use of restraint as part of a documented plan will be a collaborative process between the Principal, the student's parent(s) and other staff as required.

The parent will be provided with information to promote their understanding that restraint will be applied in line with the requirements of the School Education Regulations 2000 and the Behaviour Management in Schools policy.

Information to be outlined in the student's documented plan include:

- conditions that will lead to the use of physical restraint;
- situations in which physical restraint is not to be used with a student;
- situations that will result in the removal of other students from the immediate environment;
- staff willingness and ability to use physical restraint as an agreed management strategy;
- assistance to be provided for staff who are involved with physical restraint; and
- advice provided by the district student services team.

Documentation

Any incident where physical restraint is used must be reported to Admin and recorded in INTEGRIS by the staff member involved.

Physical contact must also be documented where a complaint has been made by a student or parent or the student has been hurt.

The principal must:

- be advised as soon as possible on the day of the incident;
- be provided with a written record of the incident no later than the day after the incident; and

- provide the parent with details of the incident as soon as possible.

The parent should be contacted on the day of the incident if this possible.

The written record of incidents where physical restraint is used must include:

- location of the incident;
- name of witnesses (staff and/or students);
- incident outline including student's behaviour, what was said, steps taken,
- degree of force applied, and how applied;
- student's response and outcomes; and
- details of any injury or damage to property.

In all instances of physical restraint, the principal will record the incident on the departments' online incident notification system.

5.9 Good Standing

Principals implement good standing to address violence in schools. All students start with good standing. A student loses good standing after a breach, or series of breaches, of school discipline. These include:

- starting a fight
- making physical contact with the intention to harm
- filming a fight.

Department of Education 11/3/23

It is the responsibility of each student to maintain their Good Standing. Students with Good Standing are eligible to participate in all activities. Students who lose their Good Standing will lose the privilege to participate in school social and non-curricula activities including:

- after school activities
- excursions
- camp
- sporting events (in school and at other locations)
- unrestricted access to playground at recess and lunch
- other special events

Administration will **re-instate Good Standing** after a minimum of two days and a maximum of ten days. This period of time will be determined on a case-by-case basis.

6 BULLYING (Preventing and managing bullying)

Osborne Primary School is committed to providing a safe and supportive school community for our students to grow in harmony. We are all responsible for creating an environment that is safe and inclusive.

Bullying is a learned behaviour which is unacceptable. However, bullying behaviours can be changed. Osborne Primary School takes an educative approach to managing and preventing bullying. Our processes and activities promote the development of the values and behaviours that create and maintain inclusive, safe, and supportive environments.

Bullying can include:

- Verbal bullying: The repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, name-calling, insulting someone about the way they look or behave, spreading rumours, and homophobic, racist or sexist comments.
- Social/relational bullying: Involves repeatedly ostracising others by ignoring someone or keeping them out of conversations, convincing others to dislike or exclude an individual or group, spreading rumours, and sharing information or images that will have a harmful effect on the other person.
- Physical bullying: Includes violent actions towards another person that involves hitting, pinching, biting, pushing, pulling, shoving, damaging or stealing someone's belongings, and unwanted touching.
- Cyberbullying: Involves the use of technology to bully a person or group with the intent to hurt them socially, psychologically or even physically. Cyberbullying includes abusive texts and emails, hurtful messages, images or videos, imitating, excluding or humiliating others online, nasty online gossip and chat.
- Bystanders: Bystanders are those who are aware of, or witnesses to, the bullying situation. A supportive bystander will use words and/or actions to support someone who is being bullied by intervening, getting teacher support or comforting them. All members of a school community need to know how to support those who are being bullied and how to discourage bullying behaviours.

Parents are not permitted to approach students directly in situations of conflict. They must report any concerns or incidences directly to the Principal or Deputy Principal. The school does not allow parents to make direct contact with one another regarding bullying issues. The school has no emotional bias and generally has more information regarding the history of situations. This places the school in a better position to sort out problems and ensure restoration of relationships.

At Osborne we have a zero tolerance for bullying. We recognise that one-off incidents are not considered bullying. We recognise that students will at times report incidents as bullying when there is a lack of vocabulary to fully describe what is happening. We investigate all accusations of 'bullying' extensively. We proactively discuss with students the power of language and the habit of language. Students at Osborne understand that STOP means STOP and the consequences of disregarding this are clearly identifiable in the Behaviour Consequence chart.

We base our evidence for bullying on the following:

- Ongoing behaviours that may be considered unsafe, intimidating and intended to affect the sense of wellbeing and safety of another student.
- Ongoing Verbal bullying is considered equally, and at times more severe
- Ongoing deliberate attempts to isolate a student socially

School Strategies to Prevent and Manage Bullying

Restorative Approaches

Restorative approaches for students who bully others	
Restorative approach	When this approach can be used
<p>The Shared Concern method Age: upper primary students. For cases that are low to moderate severity</p>	<ul style="list-style-type: none"> • Willingness to change behaviour • Groups of students identified as bullying others • Feels remorse, capacity for empathy • Also bullied by others • Person who bullies multiple individuals • Agreeable to participating in a series of meetings
<p>Support Group method Age: middle to upper primary students. For cases that are low to low-moderate severity.</p>	<ul style="list-style-type: none"> • Currently or previously a friend of person being bullied • Girls bullying girls • Person being bullied has other supportive friends • Feels remorse, has capacity for empathy • Influenced by group norms and normative expectations • Agreeable to participating in a series of meetings

Restorative approaches for students who are bullied by others	
Counselling approach	When this approach can be used
<p>Individual meeting Age: Upper Primary students. For cases that are low to moderate severity.</p>	<ul style="list-style-type: none"> • Provocative individual • Individual has been bullied by multiple individual students and/or bullied for extended length of time • Also an individual who bullies others • Lower self-esteem • Agreeable to participating in a series of meeting
<p>Support Group method Age: Middle to Upper Primary students and Secondary For cases that are low to low-moderate severity</p>	<ul style="list-style-type: none"> • Currently or previously a friend of person who is bullying them • Girls bullying girls • Individual being bullied has other supportive friends • Agreeable to participating in a series of meetings

7 WEAPONS

Students are not to be in possession of weapons on school site or any school activity. A student who is aware of a weapon must bring this information to the attention of the school staff.

A weapon is a 'thing designed or used for inflicting bodily or physical harm'.

Incidents involving weapons will be dealt with as a serious breach of school discipline and students will be suspended immediately under Regulations 44 (2) of the School Education Regulations (2000).

7.1 Seizing and securing the weapon

If it suspected or known that a student has a weapon, we:

- do not search the student
- assess the risk to the student and others
- tell your principal or their nominee immediately
- arrange for the student to go with a staff member to meet with the principal or their nominee.

Principals, in the presence of a witness, request the student to:

- hand over the weapon
- cooperate in a search of their possessions.

If the student doesn't hand over a weapon or give permission for a search we:

1. Inform the student's parents.
2. Ask the parents for permission to search the student's possessions.
3. Give the parents an opportunity to speak with the student.
4. Arrange for a member of school staff and the principal's witness to supervise the student.

If the student's parents don't give permission to search the student's possessions we:

- seize the student's possessions, (if it is safe to do so)
- label and securely store the possessions in the presence of a witness.

School staff who find or are given a weapon hand it directly to the principal along with the:

- date, time and location where the weapon was found or handed in
- names of any school staff and students who have had contact with the weapon.

The Principal will:

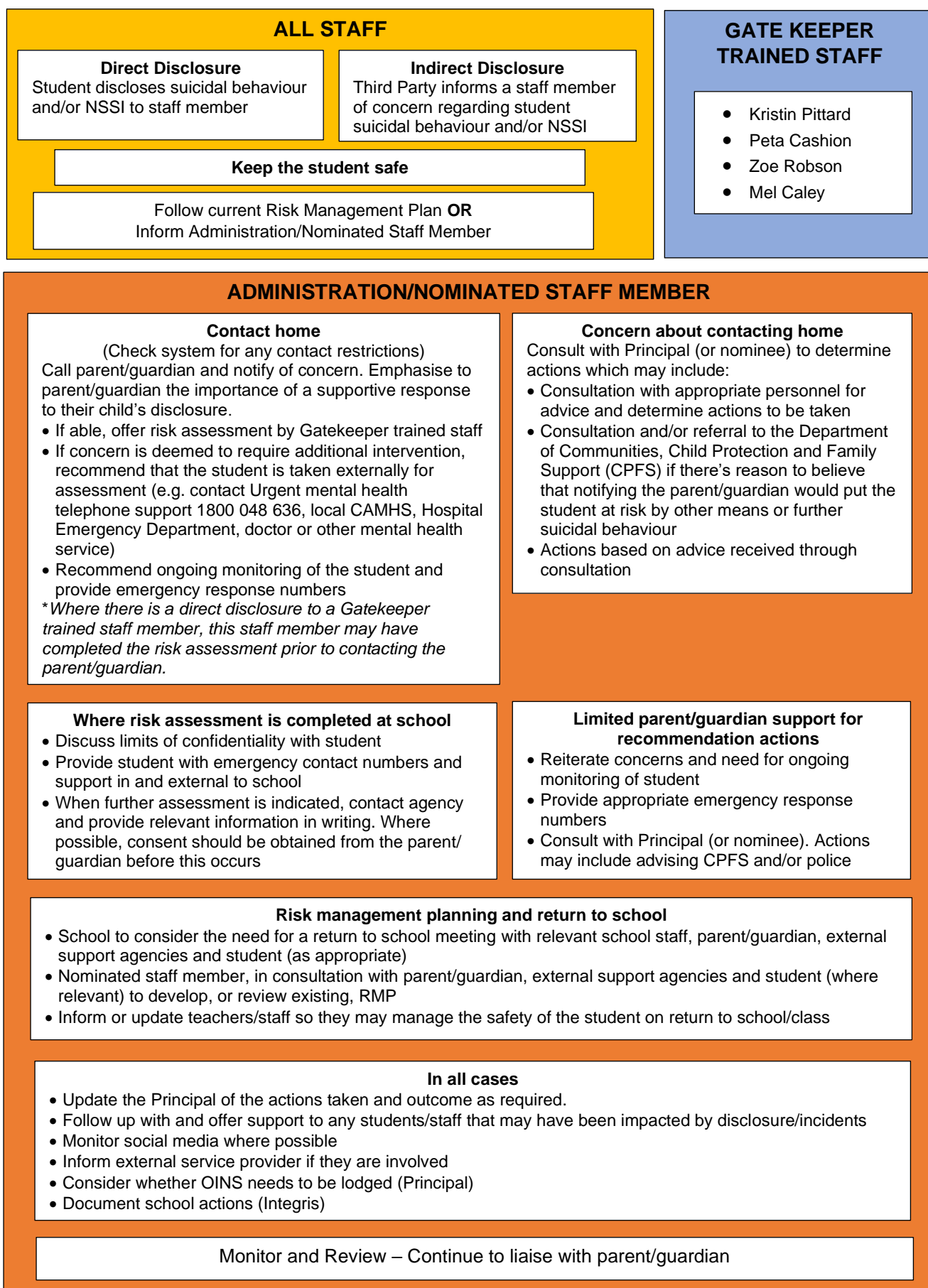
- label and store the weapon securely
- accept responsibility for its security until giving it to WA Police Force or the student's parents
- record the names of anyone involved in the incident, including students, staff, parents and police officers.
- make a report via the Online Incident Notification System as soon as practicable.

8 SECURE IN PLACE

EVACUATION (of class):	SECURE IN PLACE (of class):	
<p>UNSAFE Classroom:</p> <ul style="list-style-type: none"> Student refusing to leave AND harm to self or others <u>OR</u> Staff judgement danger is imminent 	<p>UNSAFE Playground/Classroom/Admin office:</p> <ul style="list-style-type: none"> Staff judgement danger is imminent <u>OR</u> Harm to self or others in the playground / admin office <u>OR</u> Students have been evacuated from class as is being unsafe 	
Actions by Staff Members	Actions by Staff Members	
<p>CLASSROOM Class teacher:</p> <ul style="list-style-type: none"> Contact Admin via doorbell-one ring or red card Admin move to classroom Admin assesses the situation <p>Admin either</p> <ul style="list-style-type: none"> Offer de-escalation strategies Removes student from class SECURE IN PLACE procedures. (see process number 4 to the right) if indicated. Teacher instructs students/staff "You need to go to Room ... now". Admin move to secure location (if necessary) <div data-bbox="145 1498 544 1671" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Avoid:</p> <ul style="list-style-type: none"> Power struggle Standing too close </div>	<p>PLAYGROUND/CLASSROOM</p> <ol style="list-style-type: none"> Any staff <ul style="list-style-type: none"> Contact admin via doorbell two rings, send runner or red card if necessary Direct target to a safe place, students and staff to safety. Principal and Deputy Principal: <ul style="list-style-type: none"> Attend immediately Contact office staff to call SECURE IN PLACE <p style="text-align: center;">↓</p> <ol style="list-style-type: none"> MCS and School Officer/s: <ul style="list-style-type: none"> PA announcement "Secure in place" <u>OR</u> If during break time, ring the siren early. <p style="text-align: center;">↓</p> <ol style="list-style-type: none"> All staff – SECURE IN PLACE procedures <ul style="list-style-type: none"> Close windows and lock doors Close blinds Consider changing the activity if indicated Consider turning on music if indicated Sports classes to go to Room 12 Admin lock staff room and copier doors 	<p>ADMIN OFFICE</p> <ol style="list-style-type: none"> Any staff: Use code word "Secure in place" <p style="text-align: center;">Lock staff & copy room</p> <p style="text-align: center;">↓</p> <ol style="list-style-type: none"> All staff enter MCS office and close the door. <p style="text-align: center;">↓</p> <p>MCS / School Officer:</p> <ol style="list-style-type: none"> Contact carers Send visitors away or secure in locked space <p style="text-align: center;">SO/MCS secure front door and themselves</p>
<p>Principal / Deputy Principal contact or direct staff to contact emergency services as required.</p>		
<p>To cease EVACUATION or SECURE IN PLACE procedures When admin feel the risk has passed, Admin/Front Office staff announce via PA "Secure in place has ended"</p>		
<p>Admin to enact debrief, reporting processes as per Department of Education processes and procedures</p>		

9 SUICIDAL BEHAVIOUR AND/OR NON-SUICIDAL SELF-INJURY (NSSI)

School response to student suicidal behaviour and non-suicidal self-injury flow chart



10 MOBILE PHONES/SMART WATCHES

Students are required to hand in their mobile phones immediately upon arrival at school. Phones will be kept safe and returned at the end of the day. Students are not permitted to use mobile phones in or outside the classroom. Contact with parents can be done through the administration office.

Any student who is suspected of taking any images on school property or on the external boundary of the school may be required to remove the images in the presence of a staff member. The information or incident may be officially recorded. Consequences will fit the level of offense. The school will regularly communicate the school's strategy on mobile phone use to students, parents and staff through the website, assemblies, the school newsletter and in the classroom on a needs basis.

Students who wear Smart Watches must ensure that these are in aeroplane mode to disable phone calls/messaging during the school day.

11 RECORD KEEPING AND USE OF DATA

- Reflection sheets –noted on Integris by Admin and put in student enrolment folder
- Behaviour Frequency Recording Charts – saved electronically in student folder
- Behaviour Support Plan Review (Term 2 and Term 4) – kept in student SAER folder

APPENDIX 1 VALUES PROGRAM

1.1 Values Certificate

Awaiting updated version - 3 values

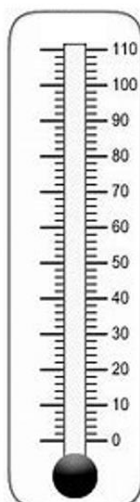
1.2 Values Tokens



1.3 Class Values Thermometer

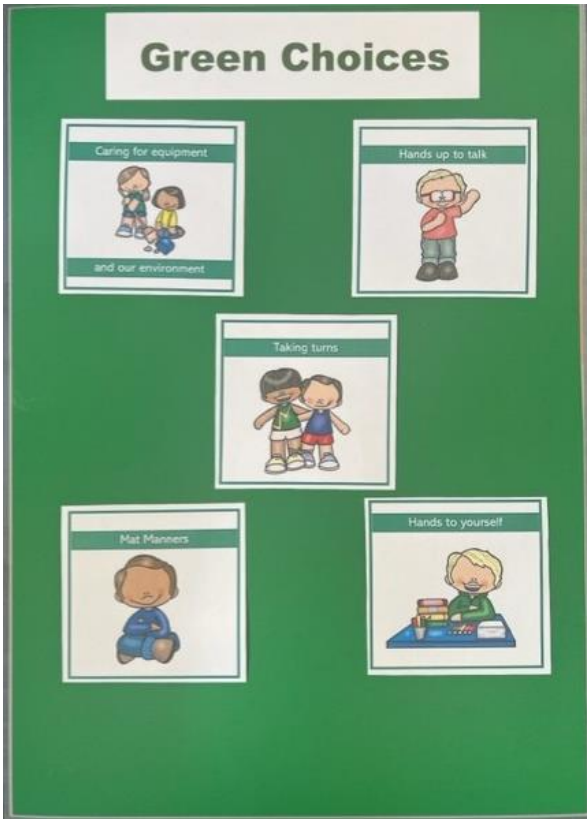


CLASS VALUES THERMOMETER



APPENDIX 2 RED AND GREEN CHOICES

K-1



Year 2-6



APPENDIX 3 EMOTION COACHING

Step 1: Be Aware of Emotions

The more aware you are of your own feelings, the better you will understand how the child is feeling. When appropriate, share your emotions with the child.
Children are learning about emotions by watching how you show yours.
Listen to the child for clues about what she is feeling.

Step 2: Connect with the Child

Take the child's emotions seriously.
Be willing to understand the child's perspective.
Encourage the child to talk about feelings.

Step 3: Listen to the Child

Listen to the child in a way that lets her know you are paying attention.
Try not to judge or criticize emotions that are different from what you expected.
Research shows that it is important to understand the emotion before you give advice on the behaviour.

Step 4: Name Emotions

Start identifying emotions even before a child can talk.
Talk about emotions like happy, sad, and angry and when people feel them.
Name a range of emotions. Talk about what these emotions mean and when people feel them.
Avoid telling children what they *ought* to feel – try to identify the emotions they *are* feeling.
Model identifying your own emotions – children learn by watching and copying what adults do.

Step 5: Find Solutions

When children misbehave, explain why their behaviour was inappropriate and hurtful.
Encourage emotional expression but set limits on behaviour.
Help children think through possible solutions.

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APPENDIX 4 RHYTHM2RECOVERY STUDENT FEEDBACK



Osborne PS Rhythm2Recovery

Half-Way Program Feedback Form

Facilitator: Mrs Gjerde



Name:

Date:

1. Do you think this process is helping you?



2. Are you feeling comfortable in the group?



3. Do you think we are working well together?



4. Do you feel your input is valued in the group?



5. How are you doing generally – do you feel you are moving forward, standing still or going backwards?

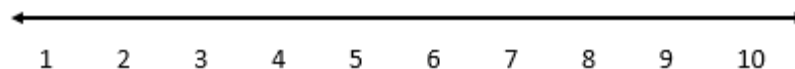


6. How are your relationships going with other people – do you feel these are improving, standing still or getting stronger?



7. On a scale of 1-10 with one being poor and ten being great, are you

_____?





Program Questionnaire

Circle the number that matches your feelings about each of the statements below. E.g. if you strongly disagree with a statement, circle "1". If you are unsure circle "3", and if you strongly agree, circle "5", etc. There are no wrong answers.

Most of the time I feel good about my life	1	2	3	4	5
Sometimes I feel nobody really likes me	1	2	3	4	5
I feel different from other people	1	2	3	4	5
I'm happy with my life	1	2	3	4	5
Often I feel unwell	1	2	3	4	5
My physical health is good	1	2	3	4	5
I have strong, supportive relationships	1	2	3	4	5
I don't have anyone I can count on in times of trouble	1	2	3	4	5
I would call myself 'popular'	1	2	3	4	5
I can't remember the last time I went out with friends	1	2	3	4	5
I enjoy physical exercise	1	2	3	4	5
I like being outside	1	2	3	4	5
I spend a lot of time alone, in my room	1	2	3	4	5
I spend more than four hours a day playing computer games	1	2	3	4	5
I get anxious easily	1	2	3	4	5
I'm pretty easy going and relaxed	1	2	3	4	5
I find I run into trouble a lot	1	2	3	4	5
I don't find it easy to get on with other people	1	2	3	4	5
I'd rather be by myself than with other people	1	2	3	4	5
I get angry easily	1	2	3	4	5
I have trouble concentrating on things	1	2	3	4	5
I often feel sad	1	2	3	4	5
I am hopeful for my future	1	2	3	4	5



Name _____ Date _____

This questionnaire is formulated to give an idea of how an individual fares on a range of issues that may be prevalent at the onset of a R2R intervention. It is not a validated scale.

THINK SHEET K-PP

Name _____ Date _____




How was I feeling?

				
Sad	Tired	Hungry	Worried	Angry

What happened?

			
I hurt someone	I yelled	I upset someone	I took something
			
I broke something	I wasn't following instructions	I didn't listen	I used swear words

Who has been affected?

		
My friends	My teachers	Others





How did my behaviour make others feel?

	Hurt		Sad
	Scared		Angry

What should I have done?

	Take 3 deep breaths		Ignore
	Move somewhere else		Talk to a teacher

What should I do now?

	Say sorry		Clean up
	Follow my teacher's instructions		Do something nice

At Osborne Primary School we strive to uphold the values of:

Respect	Responsibility	Resilience
----------------	-----------------------	-------------------

Staff name: _____


Student name: _____

Date: _____

THINK SHEET 1-3

Name _____ Date _____




How was I feeling?

						
Sad	Frustrated	Confused	Worried	Angry	Embarrassed	







What happened?

				
I hurt someone	I yelled	I used swear words	I upset someone	I took something
				
I broke something	I got upset or angry	I didn't follow instructions	I didn't listen	





Who has been affected?

		
Students	Teachers	Others





How did my behaviour make others feel?

 Hurt	 Sad	 Angry
 Scared	 Worried	 Frustrated

What should I have done?

 Take 3 deep breaths	 Ignore
 Move somewhere else	 Talk to a teacher

What should I do now?

 Say sorry Set it right	 Clean up
 Complete work	 Do something nice

At Osborne Primary School we strive to uphold the values of:







Respect	Responsibility	Resilience
----------------	-----------------------	-------------------

Staff signature: _____ Student name: _____ Date: _____

REFLECTION SHEET 4-6

Name _____ Date _____

How was I feeling?

						
Sad	Frustrated	Confused	Worried	Angry	Embarrassed	

What happened?

				
I hurt someone	I yelled	I used swear words	I upset someone	I took something
				
I broke something	I got upset or angry	I didn't follow instructions	I didn't listen	

Any additional information:

Who has been affected?

Students Teachers Others

How did your behaviour make others feel?

Hurt	Sad	Embarrassed	Angry
Scared	Unsafe	Worried	Frustrated

What should I have done?

Take 3 deep breaths	Ignore	Count backwards
Move somewhere else	Positive self-talk	Do something else
Think calm thoughts	Talk to a teacher	Take a break

What should I do now?

Apologise	Clean up	Complete work
Problem-solve	Do something nice	Set it right

At Osborne Primary School we strive to uphold the values of:

Respect	Responsibility	Resilience
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Staff signature: _____ Student name: _____ Date: _____

APPENDIX 8 DOCUMENTED PLANS


S:\AdminShared\TeachingStaff\250Curriculum\261 SAER\Documented Plans

8.1 Behaviour Support Plan

SMART Goal

Specific: specific target behaviour to increase, **Measurable:** target **Attainable:** achievable, **Relevant:** purposeful and impactful, **Time-based:** when will this be achieved

Example (SMART Goal for off-task behaviour): By the end of Week 5, (Name) will independently/with verbal/visual prompts engage in writing tasks 75% of the time.

<p>Target Behaviours</p> <p>Academic</p> <ul style="list-style-type: none"> o Off task o Disrupting behaviours o Work avoidance <p>Sensory</p> <ul style="list-style-type: none"> o Fidgeting o Rocking o Humming/ singing o Oral o Touching o Visual <p>Social</p> <ul style="list-style-type: none"> o Teasing or Bullying o Anti-social behaviours o Inappropriate touching o Communication o Attention seeking o Withdrawal o Hitting/fighting <p>Organisational</p>	<p>Known Triggers</p> <p>Academic</p> <ul style="list-style-type: none"> o Volume of work (amount given) o Difficulty of work (Curriculum level) o Expected outcome (work produced) o Overwhelmed by task/ starting point/next step o Too many instructions o Time <p>Sensory</p> <ul style="list-style-type: none"> o Physical classroom environment o Noise level o Too many demands <p>Social</p> <ul style="list-style-type: none"> o Misunderstanding/ misperception o Miscommunication o Lack of attention o Demands o Perceived injustice o Personal want is not met <p>Organisational</p> <ul style="list-style-type: none"> o Transitioning 	<p>Proactive Strategies</p> <p>Academic</p> <ul style="list-style-type: none"> o Reduced volume of work or chunking o Differentiated Curriculum o Alternative options to demonstrate outcomes (verbal, iPad, voice to text) o Altered expectations o Brain breaks o Concrete hands on activities o Visual supports o Graphic organisers o One to two step instructions o First/then o Allow processing time <p>Sensory</p> <ul style="list-style-type: none"> o Fidget toys o Alternate or flexible seating o Headphones o Sensory resources o Minimalistic calm physical environment <p>Social</p> <ul style="list-style-type: none"> o Non-judgemental listening o Building positive relationships and connections o Safe space and people (helping hand) o Modelled behaviour o Social stories o Facilitating self-reflection <p>Organisational</p> <ul style="list-style-type: none"> o Visuals o Timetable o Diary 	<p>Positive Reinforcement</p> <ul style="list-style-type: none"> o Work, work, reward o Verbal praise o Non-verbal praise e.g. fist bump, high 5, wink, thumbs up o Timed break o Showing work to others o Class rewards o School tokens <p>Helping Hand</p> <p>Student can identify 5 safe adults at school to talk to when needed.</p> 
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BEHAVIOUR SUPPORT PLAN

Student:	
DOB:	
School:	
Year:	
Teacher:	

Target Behaviour (What): *(long term SMART goal)*



Short Term SMART Goal (What): *(first step)*

Review Date: _____ **Review:** Partially Achieved/ Substantially Achieved/ Achieved

Support Team: _____

Where	Known triggers (Why)	Proactive Strategies (How)	Positive Reinforcement (How)
<ul style="list-style-type: none"> o Class o Before school o Assembly o Verandah o Recess o Lunch 			

Parent Signature: _____

Date: _____

Teacher Signature: _____

SAER Coordinator Signature: _____

8.2 Behaviour Frequency Recording Chart

Behaviour Frequency Recording



Name:		Class:	
Teacher:	EA:	Week:	

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:45					
8:45-9:50					
9:50-10:50					
RECESS					
11:10-12:10					
12:10-1:10					
LUNCH					
1:50-2:30					
2:30-3:00					

✓	On task behaviour	5	Yelling/Squealing/Loud noises	11	Touching others
-	Out of room (reason)	6	Swearing	12	Physical assault of students
1	Refusing to follow instructions	7	Verbal threats	13	Physical assault of staff
2	Refusing to work	8	Damage to property		
3	Out of seat disruptive behaviour	9	Graffiti		
4	Leaving room without permission	10	Throwing objects		

8.3 OPS Escalation/Risk Management Profile

Student:	
Date of Birth:	
School:	Osborne Primary School
Year Level:	4
Teacher:	

Strengths, Preferences & Interests
<ul style="list-style-type: none"> Energetic and engaging Sporty and competitive Enjoys basketball, gymnastics, running, art and Reading Eggs on the iPad Social and enjoys being with friends Strong relationship with AIEO and Deputy Thrives under 1:1 attention Independent

Ideal Learning Conditions
<ul style="list-style-type: none"> 1:1 support Regular support, checking in and reminders Acknowledgement, praise and encouragement Conversation – being listened to, opportunity to initiate conversation and respond verbally Visual timetable Scaffolding for success Learning tasks where [redacted] can experience independent success Reduced cognitive load – chunking activities (small volume of work at one time) Regular breaks (physical and cognitive) Set routine Calm environment Positive relationships with teachers

Hypothesised Triggers or Setting Events
<ul style="list-style-type: none"> Complex trauma Home environment (ongoing conflict) Poor self-regulation Constant fight or flight mode Comes to school very heightened and in conflict with family Voice – tone and volume e.g. raised voices and stern or negative tone Body language – negative Authoritarian persona Not being in control of a situation Being teased and engaging in verbal conflict Any perceived weakness Overwhelming volume and difficulty level of work

Signed	Date
Teacher	
Parent	
Deputy	

ESCALATION/RISK MANAGEMENT PROFILE SNAPSHOT					
Sem 1 2022					
Student Profile: [redacted] has extreme difficulties with literacy, numeracy, impulsivity and poor self-regulation that are likely to be an outcome of trauma as well as poor early attendance. Function of Behaviour: [redacted] avoids tasks and school work that are too difficult and that she doesn't enjoy. She obtains negative attention through disruptive behaviour and engages in behaviour that allows her to escape class or be sent out. [redacted] does not have the self-regulation skills to manage conflict in school and escalates quickly. She has a need to control her environment. [redacted] often comes to school dysregulated.					
<p>CALM BEHAVIOUR <i>[What it looks like]</i></p> <ul style="list-style-type: none"> Enters class calmly (calm body, relaxed face) Positive mood Attempts some work Short bursts of focus Helpful Listens to others Follows one step instructions <p>THIS IS THE TIME FOR LEARNING & PRACTICE OF SKILLS</p> <p>GIVE LOTS OF PRAISE & ATTENTION – REINFORCE TARGET BEHAVIOURS</p> <p>STRATEGIES [What to do]</p> <ul style="list-style-type: none"> Regular breaks Reduced work load Break work into chunks Differentiated Curriculum – achieve success independently Praise and acknowledgement Class reward system Sharing work with chosen adults Use preferred social & interpersonal and visual learning styles Seating plan Set routines Visual timetable Time for conversation <p>AVOID</p> <ul style="list-style-type: none"> Work that cannot be completed successfully independently Negative put downs Multiple step instructions Closed communication/ shut down 	<p>AGITATION BEHAVIOUR <i>[What it looks like]</i></p> <ul style="list-style-type: none"> Stops work Out of seat Walking around classroom Change of facial expression Change in tone of voice Low level swearing Talking across the room Baiting others Low level conflict <p>STRATEGIES [What to do]</p> <ul style="list-style-type: none"> Tactfully ignore Private dialogue Take 5 Provide choices (read situation and respond accordingly) eg drawing, reading, sit quietly, talk about it Take time to allow her to make the choice and save face <p>AVOID</p> <ul style="list-style-type: none"> Too many demands Too much talk Shouting and raising voice Put downs Negative body language Staring Closed communication/ shut down Authoritative position Giving only one choice (backing her into a corner) 123 Magic 	<p>ACCELERATION BEHAVIOUR <i>[What it looks like]</i></p> <ul style="list-style-type: none"> Stops listening to teacher Ignores instructions Answers back Swearing and aggressive language Low level verbal abuse and threats Confrontational language and behaviour Preoccupied conflict with a peer or teacher Leaves class <p>STRATEGIES [What to do]</p> <ul style="list-style-type: none"> If [redacted] has chosen to leave class and is out for more than 5 minutes – admin to eyeball Yellow note to admin – [redacted] to be removed from class until calm AIEO/Deputy/Principal/EA (admin staff available at the time) to support de-escalation <p>AVOID</p> <ul style="list-style-type: none"> Too many demands Too much talk Shouting and raising voice Put downs Negative body language Staring Closed communication/ shut down Authoritative position Giving only one choice (backing her into a corner) 123 Magic 	<p>PEAK BEHAVIOUR <i>[What it looks like]</i></p> <ul style="list-style-type: none"> Throwing objects Threats to students or teachers Verbal abuse and swearing directed at students and teachers Physical violence Leaving school grounds Unresponsive to adult instruction <p>STRATEGIES [What to do]</p> <ul style="list-style-type: none"> Yellow note to admin – [redacted] to be removed from class for the remainder of the day If left school grounds – return to school and completes 30 minutes no interaction. Stays in admin for remainder of day <p>AVOID</p> <p>REMEMBER THIS OFTEN IS A FLIGHT, FIGHT OR FREEZE REACTION</p> <ul style="list-style-type: none"> Questioning and asking about the event Discussing consequences or alternative actions Negative comments on student's behaviour Demands on student 	<p>DE-ESCALATION BEHAVIOUR <i>[What it looks like]</i></p> <ul style="list-style-type: none"> Angry face Angry tone Clenched fists Closed body language Out of sight/hide Verbal <p>STRATEGIES [What to do]</p> <ul style="list-style-type: none"> Eyeball/observe Read the situation Provide opportunity (eg time, space, physical and/or verbal outlet) to self-regulate Listen <p>AVOID</p>	<p>RECOVERY BEHAVIOUR <i>[What it looks like]</i></p> <ul style="list-style-type: none"> Calm body and mind Initiates engagement through eye-contact Initiates conversation Drawing, iPad, play Can still hold a grudge <p>STRATEGIES [What to do]</p> <ul style="list-style-type: none"> Give time Restorative process e.g. repairing relationships Re-engage with simple activity e.g. drawing, iPad, play Work through the conflict and support positive resolution Discussion – supporting better future choices Supported re-entry to class (AIEO, EA) Reset – no carry over of consequences (a fresh start for student) <p>AVOID</p> <ul style="list-style-type: none"> Future or continued discussion of the same event Returning to class if triggered on re-entry Having a consequence the next day

8.4 Stages of Behaviour Escalation (Colvin & Sugai, 1989)

Behaviour Stage	Description of Stage	Area(s) of Focus for Staff	Intervention Tips
Calm	<ul style="list-style-type: none"> ➤ Student is relatively calm and cooperative 	<ul style="list-style-type: none"> ➤ Focus on maintaining a clear, consistent environment and building rapport with the student 	<ul style="list-style-type: none"> ➤ Establish 3-5 behavioral expectations ➤ Give student feedback using the 4 to 1 ratio (4 positives for every 1 corrective/negative) ➤ Teach replacements for interfering behaviors ➤ Precorrect problem situations
Trigger	<ul style="list-style-type: none"> ➤ Student experiences unresolved conflicts that trigger behaviour to escalate ➤ May displace anger on "safe target" (aide, teacher, parent) 	<ul style="list-style-type: none"> ➤ Focus on prevention and redirecting the student's behavior 	<ul style="list-style-type: none"> ➤ Remove/adjust the trigger (if appropriate) ➤ Use behavioral momentum to shape behavior and reinforce small efforts ➤ Remind student of rewards (if used) ➤ Remind student to use replacement skills
Agitation	<ul style="list-style-type: none"> ➤ Student is increasingly unfocused/upset ➤ May exhibit avoidance ➤ May challenge adult authority 	<ul style="list-style-type: none"> ➤ Focus on reducing student anxiety and increasing predictability in the student's environment 	<ul style="list-style-type: none"> ➤ Use non-confrontational non-verbal behavior ➤ Break down directions into smaller steps ➤ Use "start", instead of "stop" directions □ Provide reasonable options/choices ➤ Use "Speak and Retreat" prompting ➤ Set clear, reasonable, and enforceable limits
Acceleration	<ul style="list-style-type: none"> ➤ With conflict unresolved, this becomes student's sole focus ➤ May become noncompliant ➤ May be beginning to lose rational thought 	<ul style="list-style-type: none"> ➤ Focus on maintaining a safe environment for yourself, the student in crisis and any observers 	<ul style="list-style-type: none"> ➤ Use short phrases and allow processing time ➤ Maintain calmness and detachment ➤ Use active listening, reflection and restatement to clarify student's concerns and show you understand his/her feelings ➤ Remember this is not a teachable moment
Peak	<ul style="list-style-type: none"> ➤ Student is out of control and may have temporarily lost ability to think rationally ➤ Exhibits severe behavior (screaming, aggression) 	<ul style="list-style-type: none"> ➤ Focus on crisis intervention procedures to maintain a safe environment for student in crisis, self and observers 	<ul style="list-style-type: none"> ➤ Isolate student by removing the audience ➤ Call for help/ staff witness if needed ➤ Don't threaten consequences now; discuss when the student is more rational
De-Escalation	<ul style="list-style-type: none"> ➤ Having vented, the severity of student's behavior subsides ➤ Drop in energy level of student after a crisis 	<ul style="list-style-type: none"> ➤ Focus on removing excess attention, helping student regain composure and demonstrating cooperation with neutral requests 	<ul style="list-style-type: none"> ➤ Allow Cool-Down time ➤ Make sure the student has regained control before proceeding; look for less tense appearance, normal breathing, and willingness to comply with small requests
Recovery	<ul style="list-style-type: none"> ➤ Students may feel shame, sorrow, fear, or regret ➤ May not be able to verbalize feelings/details of outburst 	<ul style="list-style-type: none"> ➤ Focus on debriefing/ problem solving then transitioning student back to academics 	<ul style="list-style-type: none"> ➤ Debrief before following through with consequences set earlier ➤ Problem solve and develop a plan with the student for better future behavior ➤ Remember to document the incident/event
	<ul style="list-style-type: none"> ➤ 		<ul style="list-style-type: none"> ➤

APPENDIX 9 RESTORATIVE QUESTIONS

What happened?

What were you thinking at the time?

What are you thinking about now?

How might others feel/think about that?

What could help you to make things better?