Inspiring Lifelong Learners'

Singleton Primary School
Behaviour Management Policy

'Let's Take a Stand Together'
Reviewed 2024

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Policy Statement

Creating a safe, orderly, inclusive, and culturally responsive environment that enables students to fulfil their learning potential is a responsibility shared by all members of Singleton Primary School.

Positive student behaviour is essential to promote engagement in learning and to maximise the impact of classroom teaching.

Background

Singleton Primary School is committed to:

- Knowing each student as an individual
- Engaging all students in dynamic and meaningful learning experiences
- Ensuring classrooms are safe, secure, and happy places.
- Differentiating the curriculum to meet the needs of all students.
- Open communication with parents and carers
- Collaborating closely with parents and carers as partners in their child's learning journey

Rationale

Singleton Primary School Aims to:

- Create a safe and positive learning environment.
- Encourage a caring school environment where the rights and responsibilities of the individual are recognised and respected.
- Embed the ethos of West Australian Positive Behaviour Schools (WAPBS) throughout all sectors or the school community.
- Incorporate a restorative approach.
- Use multi-tiered systems of support that are responsive to student needs.
- Build staff capability through training and support to teach and sustain positive behaviour.
- Provide behaviour support to students with complex needs.

Roles and Responsibilities

Principal:

The principal is responsible for implementation of the policy.

- Engages the school community in building a positive culture of positive behaviour that values students' strengths 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.
- Uses multi-tiered systems that are responsive to student needs.
- Builds staff capacity through training and support to teach and sustain positive behaviour.
- Uses available behaviour supports for students with complex needs.

Note:
Fostering positive relationships with parents and students through regular communication creates connections and belonging for children and young people and builds a school community of positive culture.

Line Managers:

- Compliance and monitoring are the responsibility of Line Managers.

Teachers: Are responsible for the implementation of the following**.**

- Have clear statements of whole school and classroom behaviour expectations.
- Set consistent, fair, and achievable standards.
- Promote a positive working environment by being prepared to listen to students and develop their conflict resolution skills.
- During lessons be flexible and adaptable in approach
- Be alert to disruptive students and be prepared to follow the School Behaviour Plan to address behaviour of concern.
- Undertake playground duty as per roster. Be punctual to duty, be alert to potential situations and be flexible.
- Provide relief teachers with guidelines pertaining to behaviour development and management procedures.

Support Staff:

This includes Manager Corporate Services, Office staff, Library staff, Teacher Assistants, Relief teachers and Volunteers.

- Be aware of Singleton Primary School's policies and procedures relating to behaviour.
- Consult with teachers when following the Behaviour Policy and procedures.

Rights and Responsibilities

Students have the Right to:	**Students have the Responsibility to:**
• Respect, courtesy, and honesty • Learn in a positive and supportive learning environment. • Work and play in a safe secure, friendly, and clean environment. • Have possessions respected. • Attend a school that encourages pride in their school, their appearance and work habits. • Have an awareness and understanding of school and classroom expectations.	• Ensure their behaviour is not disruptive to the learning of others. • Ensure the school environment is kept neat, tidy, and secure. • Ensure they are punctual, polite, prepared and display a positive approach. • Show respect and concern for others and their rights. • Respect the possessions of others and the school.
Staff have the Right to: • Respect, courtesy, and honesty. • Teach in a safe, secure, friendly, and clean environment. • Teach in a supportive, non-disruptive environment. • Support and cooperation of colleagues. • Support and cooperation of parents.	**Staff have the Responsibility to**: • Model respectful, courteous, and honest behaviour. • Ensure the school environment is kept neat. tidy and secure. • **Establish positive relationships with students and parents with good organisation and planning.** • Report student progress to parents • Have clearly defined and understood classroom expectations.
Parents have the Right to: • Be informed of curriculum materials, behaviour management and decisions affect ting their child's health and wellbeing. • Access a meaningful and appropriate education for their child. • Be informed of their child's academic and social progress. • Be heard in an appropriate forum on matters related to their child	**Parents have the Responsibility to:** • Ensure their child attends school. • Ensure the physical and emotional condition of their child is at an optimum for effective learning. • Ensure their child is provided with appropriate materials to make effective use of the learning environment. • Support the school in providing a meaningful and adequate education for their child

'Let's Take a Stand Together'

The Minister's statement on School Violence "Let's take a Stand Together' 2018 is acknowledged and 'Good Standing' requirements met within Singleton Primary School's Good Standing Policy.

Whilst any violence in schools is not tolerated, at Singleton Primary School it is recognised that **Context, Age of student, Disability and Cultural background** all play a role in determining on going case management.

Good Standing Policy

Rationale

The intention of this policy is for all students to participate in all activities as part of their Singleton Primary School experience. It lays the foundations for a successful transition to high school and beyond.

All students who follow school rules and demonstrate respectful conduct are recognised as being "Students in Good Standing." These students may participate fully in all activities of the school and are eligible to represent the school in sporting, social and cultural activities.

Behaviour Expectations

Respect: Honesty: Safety: Personal Excellence: Kindness

'To enjoy our right to learn, we expect an acceptance of the following responsibilities:'

Students will:

Respect

- Follow instructions from all staff the first time they are given.
- Interact with others in a considerate manner in all forms of communication including social media.
- Use manners and demonstrate respect to self, property, staff, students, and the greater community.

Honesty

- Be honest and truthful in all interactions with staff, students, and the greater community.

Safety

- Take risks but ask themselves *'is it safe?'*

Personal Excellence

- At all times endeavour to be their best.

Kindness

- Above all else be kind

Excursions & Camps

Administration, in consultation with Teachers will make the final decision as to which students attend out of school activities. Students who have either lost 'good standing' or have been out of good standing for a period during the school year may be asked to remain at the school for regular programming, even if they have currently regained their 'good standing,' due to concerns surrounding Risk Management and student safety.

Loss of Good Standing

All students (Years P-6) commence each term in 'Good Standing" with 3 merit points.

Students must have lost all 3 merit points to lose their 'Good Standing'.

Loss of good standing occurs following the pathway below:

- First detention – Stage 1, loss of 1st merit point.
- Second detention – Stage 2, loss of 2nd merit point
- Third detention – Stage 3, loss of Good Standing.

OR

- First Withdrawal – Stage 3 loss of good standing
- First Suspension – Stage 3 loss of good standing

To lose 1 merit point a student must breach one or more of the Yellow Slip '*Major*' Good Standing requirements resulting in detention or have received 3 Blue Slips for *'Minor'* issues. (3 Blue Slips = 1 Good Standing point)

For an especially serious breach leading to suspension a student will automatically be out of Good Standing.

Parents will be notified when a student loses any 'Good Standing' points.

It may be necessary for some students to have an Individual Behaviour Management Plan (IBMP) which focuses on the individual needs of the student.

All Blue Slip (Minor) and Yellow Slip, (Major) issues will be recorded on I*ntegris* by the teacher who witnessed the behaviour.

STAGE 1 – NOTIFICATION – Wakeup Call

A Stage 1 notification letter is sent when a student has not fulfilled 'Good Standing' requirements on 1 occasion:

This 'Stage 1 letter' is to be signed by the student and parents/carers and returned (within 3 working days). A copy is kept by the student's teacher.

STAGE 2 – NOTIFICATION – Time for a Change

A Stage 2 notification letter is sent when a student has not fulfilled 'Good Standing' requirements on 2 occasions. This letter serves as a notice and request to parents/guardians for an interview to discuss the student's position.

STAGE 3 – NOTIFICATION – Loss of Good Standing

Teacher or Admin advises all stakeholders of loss of Good Standing due to a student not fulfilling 'Good Standing' requirements on 3 occasions.

Monitoring return to Good Standing

A Good Standing Progress Booklet is to be collected by the student from the Deputy Principal. A minimum of **five days (P-2)** and **ten days (3-6)** is required until Good Standing is reinstated.

The entirety of the Good Standing Reinstatement process will be overseen by Administration, in particular the Deputy Principal. The Principal or Deputy Principal holds discretion to adjust this policy as required.

Whilst a student has a Good Standing Progress Booklet teachers will:

- Track the student's behaviour across all sessions of the day (including recess and lunch breaks).
- Indicate with **an initial** on the progress booklet when positive behaviour has occurred during that hour, i.e., following school and class rules (a warning may have been given, however the student has modified their behaviour).
- Indicate with **a cross** when inappropriate behaviour has taken place. When a cross is given a note must be made on the back of the sheet with the reason and date.
- Only days with **0-2 crosses** will count towards the ten or five days required.
- **3 or more crosses** on any one day will mean another day is added to the total time.

Whilst a student is on a progress booklet they are required to:

- Report to Administration every recess and lunch with their booklet.
- Take the progress booklet to all specialist lessons, the student will give the booklet to the teacher and collect it again before leaving the lesson.
- Keep their progress booklets in a safe place and to a presentable level. If a student loses their tracking booklet the ten-day period will restart when the new booklet is issued.
- Have their booklets signed by parents/carers daily. If parents are unable to sign, they should contact the classroom teacher via ClassDojo or telephone. Failure to have their booklet signed may result in that day not being counted.

Negative Behaviours Whilst on a Progress Booklet

- Detention – that day is not counted towards re-instatement of Good Standing; another day is to be added to the progress booklet.
- Suspension or withdrawal – restart of the tracking booklet process

Good Standing Reinstatement

A student will only be eligible for Good Standing Reinstatement after the completion of the progress booklet process. Where a student does not regain their Good Standing within 15 school days the Deputy and Classroom Teacher will inform the parents and schedule a meeting for the possible implementation of an IBP (Individual Behaviour Plans), should the teacher or parent deem this necessary.

Once a student has lost Good Standing the Classroom Teacher must complete an Individual Behaviour Management Plan in consultation with the Deputy Principal and consider a referral to the START Team.

To Reclaim Good Standing

A student may earn the right to have good standing restored by following the school's Five Expectations for a period.

The student will be mentored by staff to assist them to regain their Good Standing.

This will include:

- Daily reflection with class teacher
- Attend several explicit teaching opportunities that focus on the student's skill deficit with the intention of providing positive behaviour support.
- Final interview with Principal

If, during the restoration period a student breaches again they will meet with a member of the Administration team to review the situation.

The goal is to always keep the entire student body in 'Good Standing.' Staff will be happy to speak with parents about any issues regarding students maintaining Good Standing.

Withdrawal and Suspension

Whilst it is recognised that creating a safe, orderly, inclusive, and culturally responsive environment enables students to fulfil their learning potential and is a priority, positive student behaviour is essential to promote engagement in learning and to maximise the impact of classroom teaching. Sometimes it is necessary, due to student behaviour, and as a last resort to action a student Withdrawal or Suspension.

Withdrawal

IKON details the following:

Withdrawal of a student must be:

- **Proportionate to the breach.**
- **Informed by the student's cultural, cognitive, developmental, and psychological background.**

Withdrawal should be applied as close as possible to the time of the behaviour of concern and used to provide an opportunity for the student to:

- Calm down, in circumstances where they have become unable to self-regulate.
- Reflect on and learn from the incident, including engaging in restorative processes.
- Continue a learning activity in a less stimulating environment.

Proactive and preventative classroom management strategies used to assist a student to de-escalate and calm down before an incident occurs, such as temporarily moving a student to an identified location or asking them to stay behind at the start or end of a break, should not be considered as withdrawal.

NOTE: Withdrawal is not 'in-school suspension.' The term suspension is specifically used when referring to suspending a student from attendance at school. Withdrawal must not affect the student's attendance.

Suspension

IKON details the following:

Suspension of a student from attending school is imposed for breaches of school discipline which have:

- Adversely affected or threatened the safety of anyone on the school site or taking part in an educational program.
- Caused, or are likely to result in, damage to property.
- Disrupted the educational instruction of other students.
- **Informed by the student's cultural, cognitive, developmental, and psychological background.**

Suspension is used as an opportunity for:

- The student, other students, and staff to calm and recover.
- Everyone to reflect on, and learn from, the incident, including participating in restorative processes.
- The parent to meet with school staff to discuss how to improve support for the student.

Suspension also gives school staff the opportunity to:

- Re-establish the good order of the school.
- Evaluate the effectiveness of the student's existing behaviour support plan.
- Meet with any internal or external stakeholders who can support the student.
- Seek advice on how better to support the student.
- Identify and plan supports and adjustments that may be required.

When to apply suspension

Suspension cannot occur for:

- Truancy and non-attendance.

- An incident occurring outside the student's educational program or the school unless you can establish a reasonable link between the incident and the program or school.
- Breach of the dress code.

Automatic Suspension

Principals must apply an automatic suspension and loss of good standing to any student who either:

- Attacks or initiates a fight with another student.
- Rrecords, publishes or uploads to social media a video of fighting or bullying involving students at a public school.

Suspension of a student must be for breaches that fall into the following categories.

Number	Category name	Description of behaviour
1	Physical aggression toward staff	Aggressive physical contact committed intentionally against staff.
2	Abuse, threats, harassment, or intimidation of staff	Verbal or non-verbal actions that are abusive, harassing, intimidating or threatening, including stalking, sexual harassment, sexual innuendo, and manipulation.
3	Physical aggression toward students	Aggressive physical contact committed intentionally against another student.
4	Abuse, threats, harassment, or intimidation of students	Verbal or non-verbal actions that are abusive, harassing, intimidating or threatening, including stalking, sexual harassment, sexual innuendo and manipulation.
5	Damage to or theft of property	Direct or indirect damage to, or theft of, property.
6	Violation of your school's code of	This covers student misconduct not addressed in any of the other. categories that violate the school's code of conduct.

Number	Category name	Description of behaviour
	conduct or school or classroom rules	
7	Possession, use or supply of substances with restricted sale	This category covers use or supply of substances such as cigarettes, alcohol and prescribed. medicines, that are not in themselves illegal, but the sale of which may be restricted to persons over 18.
8	Possession, use or supply of illegal substance(s) or objects	The substances referred to in this category are those. that are illegal under the *Criminal Code Act Compilation Act 1913* (WA). This includes weapons and illegal drugs.
9	Other	
0	E-breaches	Breaches under the Students Online in Public Schools policy and procedures or personal use of mobile electronic devices requirements. This includes breaches of an acceptable use agreement, appropriate. use of online services agreement, and recording, distributing, or uploading of inappropriate images or messages of students, parents, or staff with reasonable link to the school.

Authority to Suspend

Only the Principal of Singleton Primary School may suspend a student. In the event the principal is unavailable the authority to suspend is passed 'in writing' to the Acting Principal. At Singleton Primary School this will be one of the Deputy Principals.

- **Principal: Darlene Gostelow**
- **Deputy Principal: Nicolette Asgill-Tucker**
- **Deputy Principal: Rebecca Wyborn**

NOTE: All behaviours should be reported on INTEGRIS.

'If it's not on INTEGRIS it didn't happen"!

West Australian Positive Behaviour school (WAPBS)

Rationale

To create a consistent, school wide approach to preventing, managing, and responding to student behaviours of concern based on WAPBS principles and Classroom Management Skills (CMS).

Moral Purpose

At Singleton Primary our WAPBS moral purpose is to develop, implement and maintain a valued, consistent whole school Positive Behaviour Support Framework using easily understood, common language and clear expectations. It is our intention to explicitly teach, model and scaffold positive behaviours and social and emotional skills. This will promote higher academic achievement within a safe, supportive environment where the whole Singleton Primary School community thrives through a powerful sense of belonging.

Students have exposure to rewards leading to the positive association with correct / expected behaviour.

Data shows that when school wide WAPBS is implemented with integrity it helps reduce problem behaviour and increase academic performance.

WAPBS Reward System

- WAPBS is a way to reinforce the expected behaviours of Safety, Personal Excellence, Honesty, Respect and Kindness.
- All students who have demonstrated positive behaviours and remain in Good Standing are eligible for a WAPBS reward.
- Students understand these conditions to their participation well in advance.
- Tokens are used to record points awarded when students demonstrate one of the 5 Singleton Primary School WAPBS expectations. These are put into the Token Towers in each Learning Area and then transferred to the Whole School Towers.
- **Points are 'positive' and are not removed for negative behaviour.**
- All staff may award points to any student.
- All students who earn a point are told why they have earnt it there by reinforcing the positive behaviour.
- This points system does not take the place of individual Classroom Reward Systems.
- Points accumulate throughout the term with Factions being rewarded as and when targets are reached.

Students Exhibiting Negative Behaviours

- Are tracked through behaviour data on INTEGRIS.
- Complete self-reflection sheets which are sent home.
- Have staff Communication with parents / caregivers via phone or ClassDojo.
- Are issued with a blue slip or yellow slip as per Good Standing Policy
- Depending on severity further consequences including suspension will be considered.

- Suspension indicates Tier 3 Intervention through the creation of a Positive Behaviour Management Plan supported by the school administration and possible external intervention.
- If a student is unable to achieve their IBMP goal by WAPBS Reward time they will participate in a modified version of the reward once they have achieved their goal.

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WAPBS Behaviour Matrix

	Safety	Always Honest	Respect	Personal Excellence	Kindness
Always	Safe movement Stay on school grounds Report hazards Adhere to school dress code Follow Cyber Safety Guidelines Seek help if you feel unsafe Follow teacher's instructions 	Take responsibility for your own choices and actions Be truthful in all interactions Play fairly	Consider the feelings of others Show consideration for yourself Treat all property with care Be mindful of everyone's personal space Use your manners Use good audience skills	Endeavour to be your best Set high standards Persevere even when things are challenging Celebrate accomplishments Transition appropriately Set goals and reflect 	Show empathy Appreciate and celebrate differences Treat others the way you would like to be treated Helping others Show appreciation to others Be friendly and considerate
Learning Environment	Use equipment appropriately Have permission to be in a learning area	Provide and accept constructive feedback	Demonstrate behaviours that allow others to learn. 	Strive to be an organised and independent learner Participate and engage Work collaboratively	
Outside	Be Sun Smart Play in designated areas Follow road safety rules		Care for the environment Observe and follow the correct playground protocols Care for your community	Being fair and show good sportsmanship	

THE SPARKS

Response to Intervention (RTI)

As a West Australian Positive Behaviour Support (WAPBS) School Singleton Primary promotes the 5 Behaviour expectations of **Personal Excellence: Honesty: Safety: Respect & Kindness**.

The Response to Intervention - Student Behaviour model and flowchart assists staff in providing appropriate and timely support to all students and their families around student behaviour.

RTI is used to clarify the planning level (Tier 1, 2 or 3) Behaviour, Academic & Wellbeing for each student.

NOTE: A student need not be at the same Tier for all areas. They might for example be Tier 1 for an academic area but Tier 2 or 3 for behaviour.
Students may move from one Tier to another over a period and this will be reflected in planning for their needs.

Tier 1: Most students will be classified as Tier 1. They are considered **'Not at Risk'** and respond well to **Quality Differentiated Teaching Practice (QDTP)**.

Tier 2: These students are considered **'At Risk'**. They require **Supplementary Adjustments** to their learning programme which might be recorded in a Documented Plan most suitable to their needs. For Example: Risk Management Plan (RMP): Behaviour Management Plan (BMP): Health Plan: Attendance Plan: Group Plan etc.

Tier 3: All students functioning at this level require **Substantial** or **Extensive Adjustments** to their learning programme. These must be recorded in a Documented IEP/SEN Plan, which is then reported against at the end of each Semester or an Individual Behaviour Management Plan (IBMP).

Guidelines:

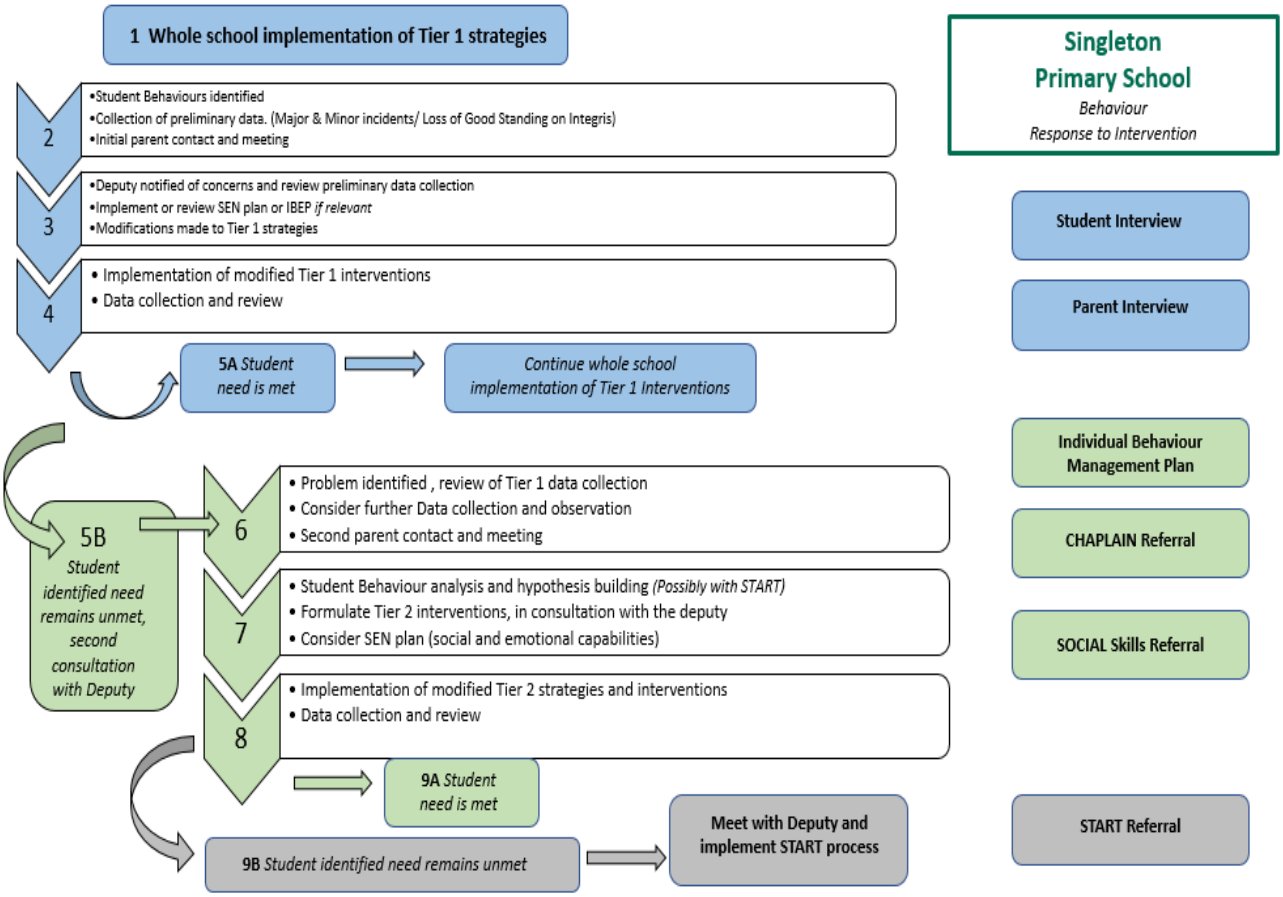
- The 3-tier Response to Intervention - Student Behaviour Model. Program referral and resources are located on the shared drive at S:\AdminShared\All Staff\250 Curriculum\265 Cross Curriculum\Curriculum Support Folder\RTI Student Behaviour If required, teachers can access support and refer students to programmes with the assistance of the Student Services Deputy.

Expectations:

- All Teachers will be familiar with the interventions in place at all Tier levels to support student behaviour.
- All Teachers will ensure that whole school Tier 1 interventions are being implemented as required in their classroom and the school community.

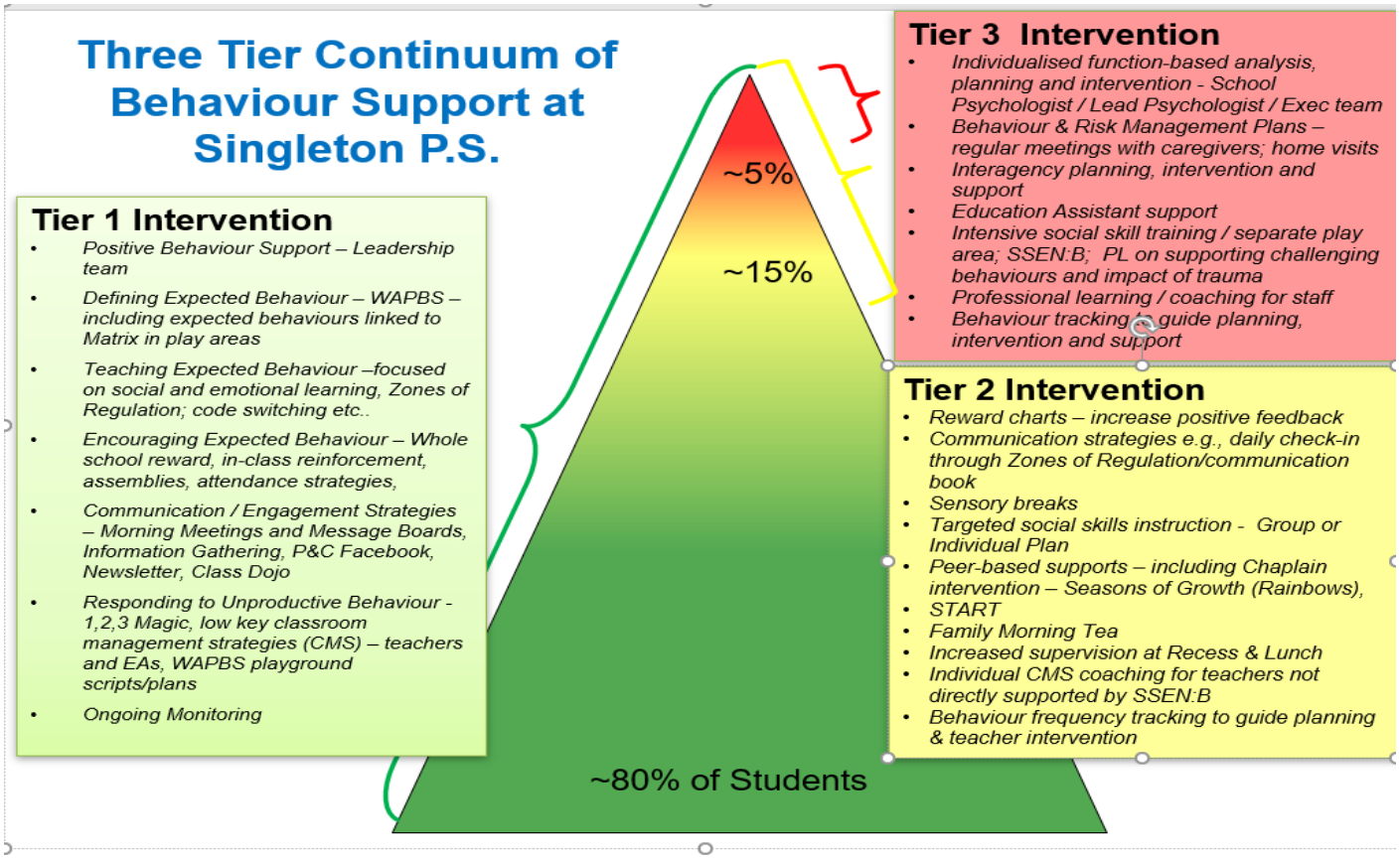
- All Teachers will respond when student behaviour needs are identified using the *Response to Intervention – Student Behaviour Model* Tier plan, flowchart, and documents.

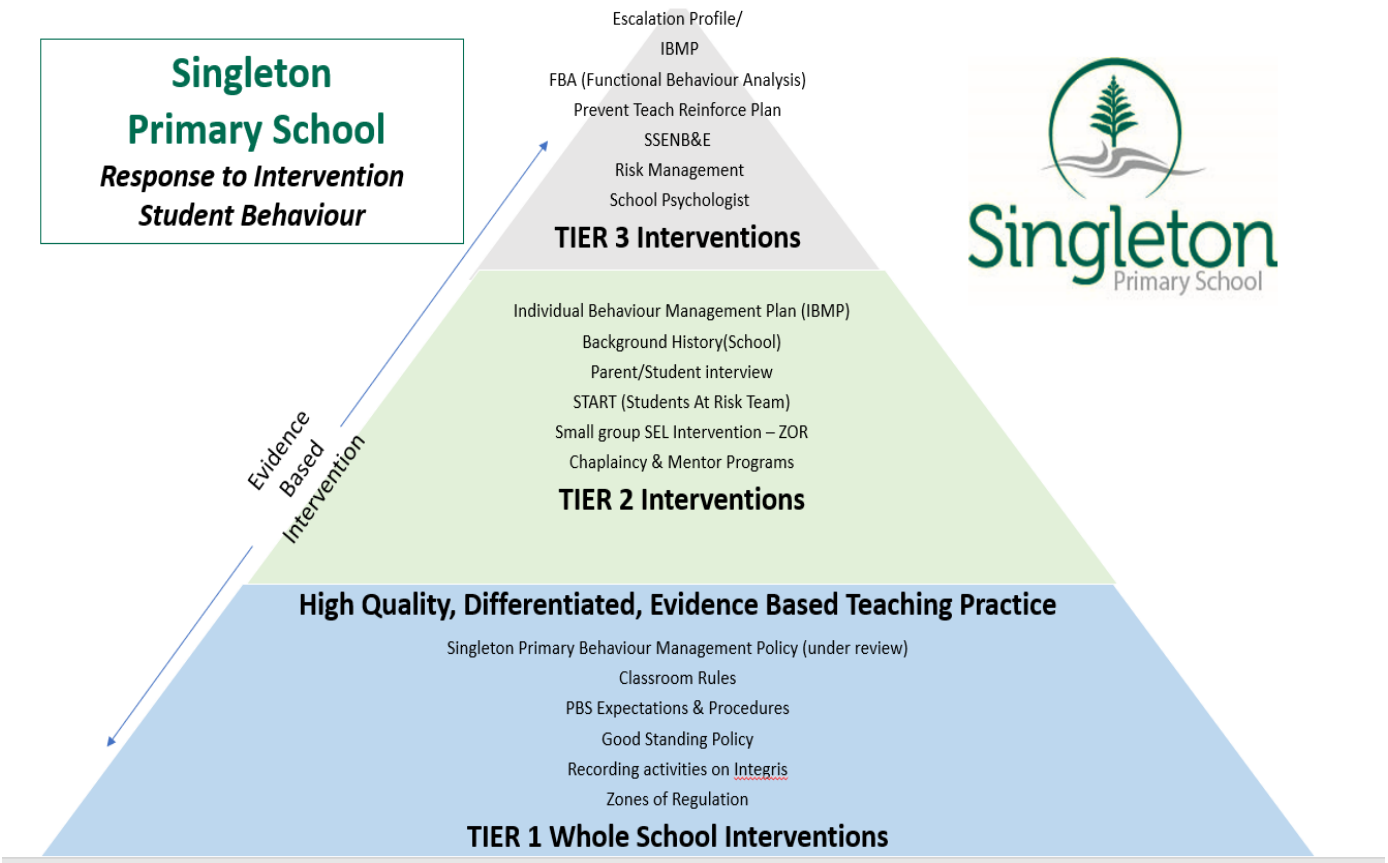
Flow Chart of Singleton Primary's RTI – Behaviour



S:\AdminShared\Administration Staff\850 Students\865 Managing Student Behaviour (MSB)

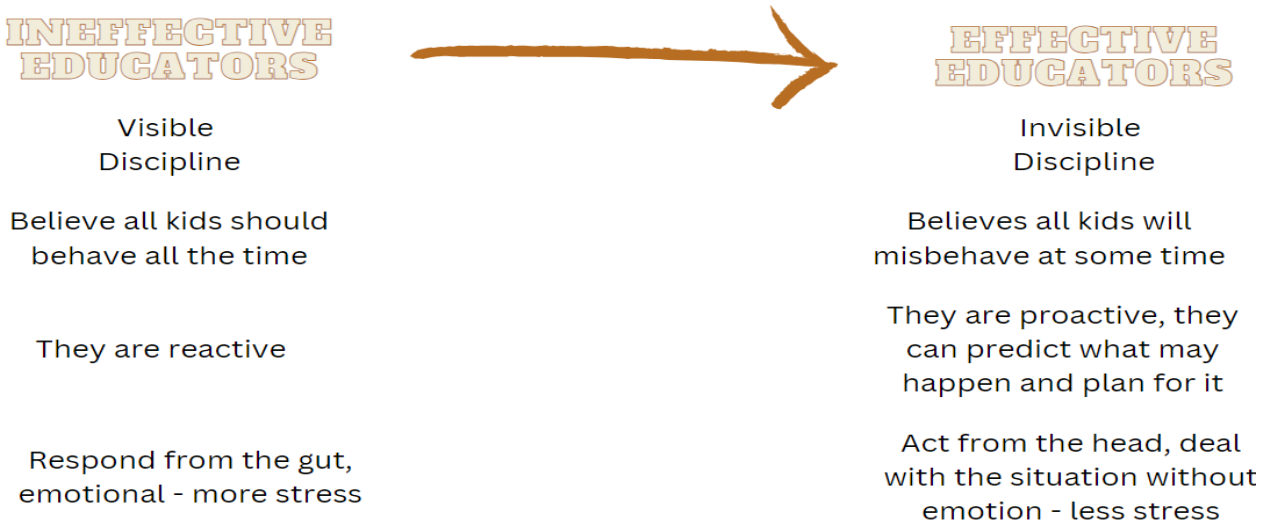
Behaviour Intervention Pyramid





Classroom Management Strategies (CMS)

Classroom Management Strategies (CMS) is a component within a wider school improvement framework. Its overarching purpose is to develop tools for **effective teachers** to use that both prevent and respond to behaviours of concern while continuing to create an environment that encourages student learning.



All student misbehaviour has a motivation. This can be classified into Get/Gain or Avoid/Escape.

Get/Gain
- Peer Attention
- Adult Attention
- Item

Avoid Escape
- Peer Attention
- Adult Attention
- Work/Activity

The Theory of the Bumps

While the choice to move towards increased defiance is usually the student's, it is the teacher's response that will increase or decrease the changes the defiance will continue. We label a student's escalation as a bump.

Bump 1 | Low Key Responses

Skills a teacher employs when students first start to misbehave. They invisibly let the student know that what he or she is doing is having a negative effect on learning. The response is short or shorter than the interruption and the classroom atmosphere stays positive or neutral.

Bump 2 | Squaring Off

A skill you use to respond to students who continue to misbehave after the use of one or two Low-key responses has not stopped the misbehaviour. It usually has four steps:

1) You Pause
2) You turn towards the student.
3) You give a minimal verbal request to stop.
4) You finish with a thank you.

Bumps 3 + 4 | Choices and the Implied Choice

A skill the teacher uses to present options or to allow students to generate their own options in relation to preventing inappropriate behaviour to continue. It brings into play the obviousness of logical and natural consequences.

Bump 3

- Stop, square off, make eye contact.
- Provide the student with an appropriate choice.
- Ask for an answer.
- Listen to the answer.
- Finish with a thank you.

Bump 4

- If the student persists, follow through with the other side of the choice.
- "You have made your decision. Please…"
-

Bump 5 | Defusing the Power Struggle

This relates to tactics a teacher takes to prevent an unwanted power situation or to stop a power play from continuing.

- Stop, square off, make eye contact.
- Take one or more deep breaths.
- Deal with any allies
- Shift the locus of control.
- Pause and allow the student to save face.
- Closure by saying thank you.

Bump 6 | Informal Agreement

Effectively responding to persistent misbehaviour through one-to-one dialogue with the misbehaving student. The informal agreement ranges from an informal and unstructured chat to a more formal or structured process.

- Greet student and set atmosphere.
- Define the problem behaviour.
- Generate alternatives.
- Agree on alternatives to try and when to begin.
- Review what has been agreed upon.
- End conference positively.

Bumps 7-9 | Informal Agreement

A formal contract is a collective response by staff and parents to assist the student to act about whether to be part of that school's learning environment.

- Formal Contracts
- In-school suspensions
- Out of school suspensions

Taken from CLASSROOM MANAGEMENT: A Thinking & Caring Approach (Barrie Bennett and Peter Smilnich

Zones of Regulation

Rationale

Zones of Regulation is a whole school program used at Singleton PS to foster self-regulation skills that allow students to recognise and learn how to manage their emotions and therefore their behaviour.

Zones of Regulation teaches students to:

- Identify their own feelings.
- Develop skills in reading other people's facial expressions and how they may be feeling.
- Identify what zone they are in.
- Understand that ALL zones are okay and expected at times.
- Develop and have a toolbox of strategies they can use to change or stay in the zone they are in.
- Gain perspective about how others see and react to their behaviours.
- Develop calming and alerting strategies.
- Understand events or situations that may trigger their behaviour.
- Develop positive problem-solving skills.

Guidelines

- Zones of Regulation information and resources can be found on the Shared Drive under S:\AdminShared\All Staff\250 Curriculum\265 Cross Curriculum\Curriculum Support Folder\Zones of Regulation\2024 Zones of Regulation
- Zones of Regulation resources and support can also be found at http://www.zonesofregulation.com/index.html
- The Zones of Regulation mentors will provide additional support for implementing the program, resources, and lessons.
- Students requiring additional support around self-regulation will have access to the targeted Zones Emotional Regulation program (this program is being developed).

Expectations

- Teachers will deliver Zones of Regulation lessons in Semester 1 as per the SPS (Singleton Primary School) Zones of Regulation Scope and Sequence and then reinforce them across Semester 2.
- All classrooms will have the Zones of Regulation poster on display.
- Pre-Primary to Year 6 classrooms is to display and use a classroom toolbox.
- It is imperative that the program is delivered by the classroom teacher as he/she is best placed to provide a learning environment that is supportive and safe. The

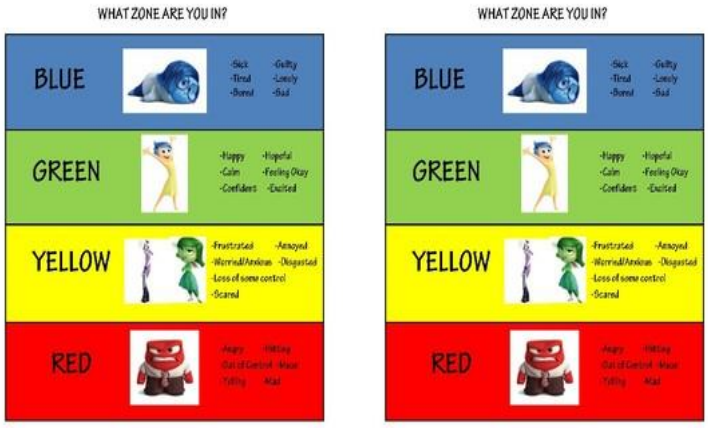
strategies and skills can also be reinforced across all learning areas throughout the curriculum.

- Students identified as requiring additional support around self-regulation will have DEP or IBMP goals around building self-regulation skills through the Zones of Regulation Program.

- Collaborate with the START Team to improve student learning.

Zones of Regulation Scope and Sequence

Kindy	Pre-Primary	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
EYLF Kindy Guidelines	Health	Health	Health	Health	Health	Health	Health
Exposure to the language of Zones of Regulation.	4 Zones -Identify and sort emotions	4 Zones -Identify and sort emotions		4 Zones -Identify and sort emotions		4 Zones -Identify and sort emotions	
Identification of emotions.	Green Zone	Green Zone Expected and unexpected behaviours		Expected and unexpected behaviours		Me in my zones Understanding different perspectives	
	Red Zone	The Zones in video -Identify which zone each situation is. The zones in video. -How does it impact others		Identifying zones in different situations and scenarios.		Triggers and check in	
	Blue Zone	Me in my zones -The Zones in me -Scenario cards (sorting)		Me in my zones. Understanding different perspectives		Revision of toolbox strategies. Calming/Alerting/Thinking	
	Yellow Zone	Understanding different perspectives		Triggers and check in		Size of the problem	
	Me in My zones.	Triggers and check in		Revision of toolbox strategies. Calming		Inner Coach and critic	
	Toolbox -Exploring calming tools	Toolbox (calming) -Exploring tools		Revision of toolbox strategies. Alerting/Thinking		Rock Brain and Superflex	
	Toolbox -Thinking tools -Size of the problem	Toolbox (alerting) -Movement tools		Inner Coach and critic		Year5/6 Other lessons not listed. Review the lessons/key concepts for students as identified by classroom	
	Which tool/strategy can I use when?	Toolbox (thinking) -Size of the problem		Rock Brain and Superflex			
	Create and use CLASSROOM TOOLBOX (Forced choice)			Create and use CLASSROOM TOOLBOX (Student choice)			
				Create and use individual toolboxes for students as required.			



S:\AdminShared\Administration Staff\850 Students\865 Managing Student Behaviour (MSB)\Zones of Regulation\Zones of regulation

Behaviour Management Plans

The following needs to be considered when determining the interventions and developing the collaborative documented plan to respond to and address the needs of individual students:

- Understanding the function that the behaviour has for the student (students may seek or avoid social interaction or attention; sensory experiences, feelings, or emotions; tangibles, objects, activities, or experiences) and teaching alternative behaviours.
- Culturally responsive approaches that consider the social, cultural, and historical contexts that impact the student.
- Knowledge of the student's cultural and linguistic background. Family and community connections can be used to inform decision making and intervention.
- The presence of multiple risk factors – for example, those students who:
- Have experienced cumulative harm resulting from trauma/child maltreatment.
- Have a disability.
- Have been suspended from school on two or more occasions for the same type of behaviour in a school year.
- Are at risk of being excluded.

Student Behaviour in Public Schools Policy and Procedures EFFECTIVE 17 July 2023 IKON

Save copy in Reporting to Parents (det.wa.edu.au)

Tier 1 RTI Students

Most students will be classified as **Tier 1 RTI**. Their behaviour will be managed through the schools WAPBS (Western Australia Positive Behaviour School) policy whereby positive interpersonal relationships are a major influence on behaviour.

- A culture of care supports all individuals in the school community.
- Cultural receptiveness and responsiveness are key to creating learning communities of mutual respect and inclusion.

- A restorative approach leads to individuals taking responsibility for their behaviour.

Tier 2 & 3 RTI Students

Depending on type of need, students classified as **Tier 2 & 3 RTI will** require an IBMP. (Individual Behaviour Management Plan). This may be created using one of several formats.

Positive Behaviour Plan

Tier 2 Behaviour RTI Students might benefit from a 'Positive Behaviour Plan'.
Positive interpersonal relationships are a major influence on behaviour.

- A culture of care supports all individuals in the school community.
- Cultural receptiveness and responsiveness are key to creating learning communities of mutual respect and inclusion.
- A restorative approach leads to individuals taking responsibility for their behaviour.

This is a 'Reward' based plan where positive behaviour is reinforced with an individual reward system. This plan should encourage the student's competence and capacity in the context of the school community's expectations and values to:

- Establish and build positive connections with adults and peers.
- Develop empathy for others and understand relationships.
- Recognise and regulate their own emotions.
- Make responsible decisions.
- Work effectively with others
- Cope with challenging situations constructively.

Restorative approaches: Restorative approaches are a way of thinking and interacting that puts relationships at the centre of all actions and decisions. Restorative approaches are empathic, responsive to need, view conflict as opportunities to learn and grow, and build accountability for actions and processes to repair harm. *Student Behaviour in Public Schools Policy and Procedures EFFECTIVE 17 July 2023 IKON*

Save in Reporting to Parents (det.wa.edu.au)

Aboriginal Cultural Standards Framework

The Aboriginal Cultural Standards Framework guides the approach used to support and or repair damaged relationships with Aboriginal students and/or their families. This can be accessed using the following link. IKON jjpzned (education.wa.edu.au)

Preventing and Managing Bullying

Rationale

'Singleton Primary School is committed to providing a safe and supportive school community for our students to grow in harmony. We are all responsible for respecting others.'

Whole-school Community Rights and Responsibilities in Relation to Bullying

Students, staff, parents, caregivers, and the wider community have the right to a safe and supportive learning environment in schools. For this to occur all school community members have a responsibility to prevent and respond to reports and observations of bullying.

Rights and Responsibilities of School Community Members

MEMBERS	RIGHTS	RESPONSIBILITIES
All students, teachers, parents, wider school community.	• Are safe and supported in the school environment. • Are treated with respect.	• Establish positive. relationships • Respect and accept individual differences
Administrators	• Are supported in developing and implementing the school's plan to prevent and effectively manage bullying.	• Provide leadership in resourcing the school's prevention and effective management of bullying. • Implement the school plan. • Ensure parents are informed of the school plan. • Support staff to implement the school's plan.
Staff	• Feel safe and supported in the workplace. • Access to curriculum resources suitable for supporting students in building positive relationships, resiliency, safety, and bullying prevention. • Are informed of the school's plan on bullying. • Are treated with respect in the workplace.	• Promote and model positive relationships. • Participate in implementing the school plan to counter bullying. • Identify and respond to bullying incidents. • Teach students how to treat others with care and respect. • Teach students how to respond effectively to bullying. • Promote social problem solving with students.

	• Access to professional learning in preventing and effectively managing bullying.	• Respect and accept individual differences.
Students	• Access to curriculum that supports the building of resiliency. • are informed of the school's plan on bullying. • If involved, are provided with support to stop bullying.	• Treat others with care and respect • Identify and respond effectively to bullying.
Parents	• Expect children to be safe and provided with a supportive school environment and treated with respect. • Are provided with access to information on the prevention and response strategies related to bullying.	• Support and encourage children to treat others with respect and act in accordance with the school plan if they observe bullying. • Encourage children to report bullying incidents. • Are aware of school plans and support school in effectively managing bullying.
Wider community: including other professionals	• Strategic inclusion in prevention and bullying incident management.	• Provide support and input into the school's approach to preventing and managing bullying.

Common Understandings About Bullying

Definition of Bullying

Bullying is when an individual or group misuses power to target another individual or group to intentionally threaten or harm them on **more** than one occasion. This may involve verbal, physical, relational, and psychological forms of bullying.

Types of Bullying

Bullying takes many forms and can include:

- **Verbal Bullying**: The repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, insulting language, name-calling, swearing, nasty notes and homophobic, racist, or sexist comments.
- **Psychological Bullying**: Includes repeated stalking, threats or implied threats, unwanted email or text messaging, abusive websites, threatening gestures, manipulation, emotional blackmail, and threats to an individual's reputation and sense of safety.
- **Relational Bullying:** Usually involves repeatedly ostracising others by leaving them out or convincing others to exclude or reject another individual or group from their

social connections, making up or spreading rumours and sharing or threatening to share another's personal information.

- **Physical Bullying**: Includes repetitive low level hitting, kicking, pinching, pushing, tripping, "ganging up," unwanted physical or sexual touching, and damage to private property.
- **Cyber Bullying**: Involves the use of information and communication technologies such as e-mail, text messages, instant messaging, and websites to engage in the bullying of other individuals or groups. This technology provides an alternative means for verbal, relational and psychological forms of bullying.
- **Bystanders to Bullying**:
  Bullying also involves the concept of "bystanders." A bystander may be someone who sees bullying or knows about it but he or she is not usually directly involved. Everyone at the school can have a role in supporting those who are being bullied. All members of the whole school community need to be aware of their role in supporting those who are being bullied and their responsibility to discourage bullying behaviours when they observe them. Any member of the school community can be a bystander and can act successfully to prevent or stop bullying. Sometimes it is difficult to act at the time of the bullying incident but reporting bullying behaviour is also important. Bystanders are encouraged to report to someone who can help, such as a member of the school staff.

Terminology

The Department of Education promotes the use of affirmative language that supports the values of the *Australian Curriculum* The terms "bullies" and "victims" are not recommended as appropriate terminology to use when identifying, reporting, recording, and responding to bullying incidents. More appropriate terms to use may include "bullied students," "students who are bullied," "victimised students," "students who bully," "students who engage in bullying behaviour" and "students who bully others." This will ensure that the unacceptable behaviours are separated from the students involved. This allows the behaviours to be addressed in a manner that remains respectful of the individuals.

School Strategies to Prevent and Manage Bullying

Whole-School Prevention Strategies

The proactive and preventative whole school structures and strategies at Singleton Primary aim to:

- Facilitate the development of acceptable standards of behaviour to create a safe and supportive learning environment.
- Promote an effective learning and teaching environment.
- Foster mutual respect
- Encourage all students to take increasing responsibility for their own behaviours and the consequences of their actions.

To assist in preventing and managing bullying behaviour, Singleton Primary School is:

- Increasing awareness of the diverse types of bullying in the school community
- Implementing a whole school plan that addresses bullying.
- Promoting a positive school ethos that encourages open communication and respect.
- Consistently using behaviour management methods that encourage empathy, problem solving and positive action
- Equipping bystanders with skills to effectively respond to bullying behaviour and how to support students who have been bullied.
- Addressing bullying and social skill development within the curriculum
- Enhancing the playground and providing 'peer support' structures
- Structuring a 'Student Services' team (including members of START Committee, SAER (STUDENTS AT EDUCATIONAL RISK) Deputy, School Chaplain, and School Psychologist).

Playground strategies

- A coordinated, highly visible, and active approach to playground supervision
- Advertising safe places for students with unique needs
- Identification of and supervision adjustments to 'hot spots' or 'hot situations'
- Offering a range of organised activities during break times that encourage positive peer relations and networks.
- Recognising and reinforcing positive playground behaviour and positive social relationships
- Recording and managing playground bullying incidents
- Providing equal access to developmentally appropriate outdoor activity areas and equipment for all students.

Targeted Early Intervention Strategies

Targeted early intervention strategies could include:

- The development of effective bystander behaviour through the curriculum
- Identifying early signs of relationship issues within year groups and across the school (e.g., class meetings and social problem solving)
- Proactive teaching of pro-social behaviour
- Actively providing other options for individual students experiencing unsafe areas or times at the school
- Referring identified students to appropriate specialist support staff
- Assisting in repairing and rebuilding trust and relationships between identified students and others
- Providing students at risk of being targeted or those who demonstrate bullying behaviour with access to specialist/pastoral care staff.
- Setting up buddy systems for vulnerable students
- Using whole school behaviour management strategy methods for identified students e.g., friendly reminders of appropriate cooperative behaviours.
- Identifying cohorts of students and year groups who are either engaging in bullying behaviours or who are being bullied (or both) that require targeted programs.

Intervention for Bullying Incidents

At Singleton Primary School we have clearly articulated procedures for:

- Identifying bullying incidents (awareness of the diverse types of bullying behaviour)
- Reporting bullying incidents
- Recording bullying incidents
- Responding to bullying incidents
- Case management of students involved in bullying incidents.

Steps for students to take if a bullying incident is occurring (bystander).

If you see someone being bullied, you must help.

How you can help.

☺ Tell a member of staff or an adult who can help.
☺ Tell the person who is acting like a bully to stop.
☺ Do not watch or join in.
☺ Try to get the group to talk about something else or play a cooperative game.
☺ Ask the person who is being bullied to play with you.

Steps for students to take if being bullied.

☺ Tell them you do not like the way they treat you and ask them to stop.
☺ Walk away from the person who is trying to hurt you.
☺ Talk to a staff member you can trust – they can help.
☺ Talk to a family member or close friend.

Steps for staff to take if a bullying incident is occurring.

☺ Listen to concerns.
☺ Get the full picture.
☺ Counsel students and reassure them.
☺ Use problem solving strategies to restore relationship.
☺ Inform parents.
☺ Outline clear expectations of desired behaviour.
☺ Record incident.
☺ Inform administration at teacher discretion.
☺ Monitor, check to see if things are OK.

Steps for parents to take if a bullying incident is occurring.

Step 1: Listen carefully to your child and show concern and support.
Step 2: Give sensible advice.
Step 3: Assist your child to develop positive strategies.
Step 4: Ask your child questions to understand if there is a repeated pattern.
Step 5: Work with the school to solve the problem.

Step 6: You can make a follow-up call to see what has been done or alternatively ask the school when you can expect them to get back to you.

Step 7: Work with the school to establish a plan for dealing with the current situation and future bullying incidents.

Step 8: If needed, ask for the school chaplain to become involved.
Step 9: Encourage your child to report any further bullying incidents to an adult they trust at the school.

***NOTE*:** In situations which have resulted in significant harm, behaviour management sanctions may need to be explored. Sanctions are also warranted where the methods described above have been unsuccessful in resolving the problem with students.

The use of sanctions as the first strategy may result in retaliation against those who reported or the person who has been bullied. However, when all other options have been exhausted or where the bullying is of such a serious nature that the use of restorative processes only is not sufficient, then sanctions may need to be considered.

Planning, Monitoring and Review

The SAER Deputy will coordinate the bullying procedures at Singleton. Class teachers will develop programmes relevant to their students' needs and implement support strategies.

Monitoring bullying incidents will be conducted by class teachers, administration, and members of the Student Services team.

Regular reviews of data will occur to guide planning and prevention strategies. This document will be reviewed at the end of each semester.

Behaviour support for Students with Complex Needs

All staff have access through IKON to:

Student behaviour and engagement resources and information to support positive student behaviour and engagement.

Support for developing positive behaviour includes:

1. **Access information sheets on**:

- Understanding behaviour to influence positive outcomes at school.
- Influencing school environments for positive behaviour and engagement
- Evidence based strategies for whole school positive behaviour.
- A social-ecological lens on behaviour at schools
- How can a social-ecological lens help support positive behaviour in schools Supporting escalating behaviour.
- Understanding and responding to trauma Understanding self-regulation. Related services Access student engagement professional learning Access positive behaviour support professional learning.

2. **Access classroom management strategies professional learning**
3. **Request support for students with challenging behaviour**

This information can be found in these topics - Attendance and engagement Behaviour. This information is provided by School of Special Educational Needs: Behaviour and Engagement.

Suicidal Behaviour and Non-Suicidal Self Injury Including 'Self Harm' Disclosure

For the risk of suicidal behaviour or non-suicidal self-injury refer to School Response and Planning Guidelines for Students with Suicidal Behaviour and Non-Suicidal Self Injury for further information search

IKON: 20qo7lv (education.wa.edu.au)

- Principal to be informed.

Principal is mandated to follow Child Protection Policy Guidelines

If Teacher/Admin believe the concern raised is **NOT** impacting on the school or is a school-based concern **NOT** impacting on the child at school:

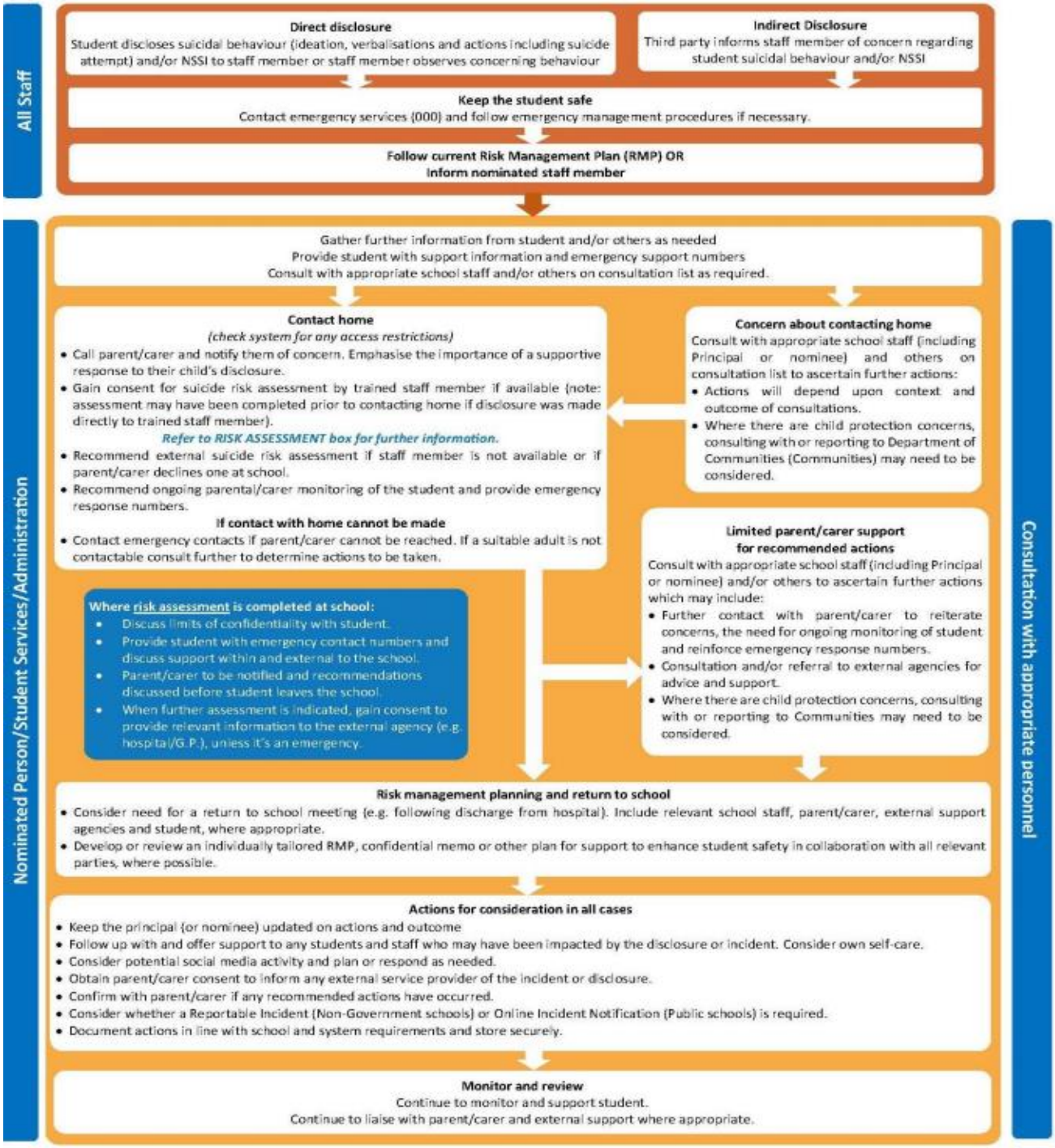
- Discuss with parents/caregivers & student support strategies available/appropriate agencies to consult with
- Discuss strategies.

If Teacher/Admin believe the concern raised is a school-based concern/priority

- Follow the START Referral Pathway

- A documented plan with strategies for how to support behaviour related to the student's disability will assist with reducing or limited the use of restrictive practice. (Restricted practices that should be minimised include the use of physical restraint, use of medication as a chemical restraint, and/or use of devices such as harnesses that manically control behaviour. Protective isolation in confined spaces is prohibited in Western Australian Public schools.

Department of Education Action Flow Chart for suicidal behaviour and non-suicidal self-injury



Appendices

Appendix 1

Good Standing Letters

NOTE: All Good Standing Letters can be found on INTEGRIS

Stage 1: 1st Good Standing Letter

Dear……,

As you are aware Singleton Primary School has a 'Good Standing' policy for all students from Years 1 to 6. It is our intention to encourage and uphold exacting standards of behaviour, attendance, and academic effort.

All students who demonstrate the 5 Behaviour Expectations of Singleton Primary School; Respect, Honesty, Safety, Personal Excellence & Kindness are recognised as 'Students in Good Standing'. These students may participate fully in all activities of the school and are eligible to represent the school in sporting, social and cultural activities.

All students commence each term in 'Good Standing' with three Good Standing points. Students must have lost all three points within the term to lose their 'Good Standing' for a given period.

In recent weeks xxx has not fulfilled 'Good Standing' requirements on at least one occasion. We would like to work collaboratively with xxx and support her/him in making positive choices moving forward. This means you are being notified of XX's loss of 1 Good Standing Point.

Please have a chat with xxx to reflect on her/him actions leading to the loss of a Good Standing point.

For our records it would be appreciated if you acknowledge receipt of this letter by signing and returning it as soon as possible to their class teacher/him.

Should you wish to discuss this matter further/him please do not hesitate to make an appointment for a meeting.

Yours Sincerely,

Deputy Principal

Singleton Primary

I acknowledge that I have received notification of a loss of 1 Good Standing Point for my child xxx in xx Form x (House) and have discussed the behaviour with her/him/him.

_____	_____	_____
Parent / Caregiver	Signature	Date

Appendix: 2

Stage 2: 2nd Good Standing Letter

Equity,
Enterprise &
Endeavour

Singleton
Primary School

Dear

As you are aware Singleton Primary School has a 'Good Standing' policy for all students from Years 1 to 6. It is our intention to encourage and uphold high standards of behaviour, attendance and academic effort.

All students who demonstrate the 5 Behaviour Expectations of Singleton Primary School; Respect, Honesty, Safety, Personal Excellence & Kindness are recognised as 'Students in Good Standing'. These students may participate fully in all activities of the school and are eligible to represent the school in sporting, social and cultural activities.

All students commence each term in 'Good Standing' with three Good Standing points. Students must have lost all three points within the term to lose their 'Good Standing' for a given period.

Early this term a letter was sent home regarding losing her first Good Standing point. Lily has not fulfilled 'Good Standing' requirements on at least one occasion since that letter and has now lost her second Good Standing Point.

We would like to work collaboratively with both and yourself to support her in making positive choices moving forward. It would be appreciated if you could contact the school on 9583 8850 or ClassDojo message teacher to book a parent / teacher / student interview to discuss how to make a positive change.

For our records it would be appreciated if you acknowledge receipt of this letter by signing and returning it as soon as possible to their class teacher.

Yours Sincerely,

Deputy Principal
Singleton Primary

I acknowledge that I have received notification of a loss of a second Good Standing Point for my child in Year Form and have discussed the behaviour with her.

Parent / Caregiver Signature Date

Ph: 08 9583 8850
ABN: 77 301 357 150
PO Box 7140, Secret Harbour WA 6173

Principal – Ms Darlene Gostelow
www.singletonps.wa.edu.au
singleton.ps@education.wa.edu.au

Appendix 3

Stage 3: 3rd Good Standing Letter

Equity, Enterprise & Endeavour

Singleton Primary School

Dear xxxx

As you are aware Singleton Primary School has a 'Good Standing' policy for all students from Years 1 to 6. It is our intention to encourage and uphold high standards of behaviour, attendance and academic effort.

All students who demonstrate the 5 Behaviour Expectations of Singleton Primary School; Respect, Honesty, Safety, Personal Excellence & Kindness are recognised as 'Students in Good Standing'. These students may participate fully in all activities of the school and are eligible to represent the school in sporting, social and cultural activities.

All students commence each term in 'Good Standing' with three Good Standing points. Students must have lost all three points within the term to lose their 'Good Standing' for a given period.

Early this term a letter was sent home regarding losing her second Good Standing point. xxx has not fulfilled 'Good Standing' requirements on at least one occasion since that letter and has now lost Good Standing.

xxx may earn the right to have Good Standing restored by following our behavioural and academic criteria for a given period of time.

We would like to work collaboratively with both xxx and yourself to support her in making positive choices moving forward. It would be appreciated if you could contact the school on 9583 8850 or ClassDojo message xxx teacher to book a parent / teacher / student interview to discuss how xxx will have her Good Standing restored.

For our records it would be appreciated if you acknowledge receipt of this letter by signing and returning it as soon as possible to their class teacher.

Yours Sincerely,

Deputy Principal
Singleton Primary

I acknowledge that I have received notification of a loss of Good Standing for my child xxxx in Year x Form x and have discussed the behaviour with her.

_____	_____	_____
Parent / Caregiver	Signature	Date

Ph: 08 9583 8850
ABN: 77 301 357 150
PO Box 7140, Secret Harbour WA 6173

Principal – Ms Darlene Gostelow
www.singletonps.wa.edu.au
singleton.ps@education.wa.edu.au

Appendix 4

Behaviour Plans Templates

S:\AdminShared\Administration Staff\850 Students\865 Managing Student Behaviour (MSB)

Positive Behaviour Plan Template Page 1

Individual Behaviour Management Plan

Date:
Student: **Date of Birth:**
Teacher: **Special Needs Assistant:**
Deputy Principal: **Psychologist:**

Student Background:

- **Diagnosis**
- **Sensory needs**
- **Social skills/relationships**
- **Currency**
- **EA time**

Previous Semester ABE Achievement

1	2	3	4	5	6	7	8

Description of Presenting Behaviour:
Current ABE Presentation:

1	2	3	4	5	6	7	8

1: Works to the best of his ability
2: Shows self-respect and care
3: Shows courtesy and respect for the rights of others
4: Participate responsibly in social and civic activities
5: Cooperates productively and builds positive relationships with others
6: Is enthusiastic about learning
7: Sets goals and works towards them with perseverance
8: Shows confidence in making positive choices and decisions

Target Behaviour
For Example

- **ABE 3: By the end of Term** student will 'consistently' show courtesy and respect for the rights of others.**

Personal Long-Term Goal:

Positive Behaviour Plan Template Page 2

Individual Behaviour Management Plan

Personal Short-Term Goal:

Triggers and Antecedents:

-

Positive Behaviour Reinforcement Strategies: (Refer to RTI Behaviour pyramid)

-

Additional Processes for redirection of Behaviour

-

Notes:

-
-

Signatures:

Parent.....Date:

Teacher:.....Date:

Principal:.....Date:

Review Date.....

2023 Individual Behaviour Management Plan

Appendix 5

Specialist Lessons Behaviour Plan Template

Photo of Student
Name of Student Class and Date
Background •
Support Strategies 1. Check with [redacted] SNEA which Zone she/he is in – this will determine which direction your continued approach will be to ensure the best outcome. **Blue Zone**: SNEA to stay close and Support [redacted] by…… **Green Zone**: No adjustments necessary **Yellow Zone:** SNEA to stay close and support [redacted] by …… **Red zone:** SNEA to stay close and support [redacted] by …… 2. Low Key Behaviour Goals with reward for each lesson ie. *line up calmly etc* If [redacted] breaks any of the five school expectations: • Remind [redacted] of the expectation/s [redacted] needs to demonstrate in a quiet, calm, and firm manner If [redacted] continues to prevent either herself or other students from accessing the curriculum send **Red Card** to Admin. NOTE: SNEA/Teacher to monitor

Appendix 6

Immediate Response Plan (Tier 3) Template

Student Photo Student Name & Class Behaviour Plan 2023
Background •

If [redacted] breaks any of the five school expectations: Remind him of the expectation/s he needs to demonstrate.
If [redacted] continues to break any of the five school expectations: • Send a Yellow card to Senior Learning Area Special Needs Education Assistant who will collect [redacted] from class and go with him to Admin • Record on Integris
[redacted] will remain with Admin and: 1. Complete a reflection sheet 2. Discuss the actions which led to him being with Admin 3. Complete any work provided 4. Remain with Admin until such time has passed that he can demonstrate behaviours that are calm and that he understands the outcomes of his actions. **NOTE:** The option of detention during class breaks may still apply.

Appendix 7

Escalation Profile

Tier 3 Behaviour RTI Students might benefit from having an Escalation Profile created. This should be developed by the Class Teacher in consultation with the School Psychologist, SAER Deputy, Parent/Caregiver and Student. It is intended to provide guidance on how best to respond to escalating behaviour, what actions to avoid and how best to encourage positive behaviour.

Save in Reporting to Parents (det.wa.edu.au)

Behaviour Goal

To minimise unsafe behaviour in the classroom and playground
To help him recognise and self-regulate unsafe behaviour

Child's Strengths and Positives

- Construction - lego
- Computer
- Hands on Activities

Child's Preferences/Interests

- Books about Spirit
- Dinosaurs
- Colouring in – cars, motorbikes, Spirit
- Lego
- Small world play
- Sensory / fidget toys

Successful Learning Conditions

- First / Then Chart
- Clear expectations regarding work and behaviour
- Reward Chart

Challenges for the child

- Sensory overload
- Using his quiet voice
- Completing work independently

Behavioural Triggers

- Being asked to complete work
- Going to a rotation he doesn't want to do.

What Behaviours Communicate

- Who is on control?
- I don't understand what's expected of me
- This task is too difficult for me
- I don't like this/I don't want to do this
- I don't know this teacher and don't want to engage (relief, specialists)

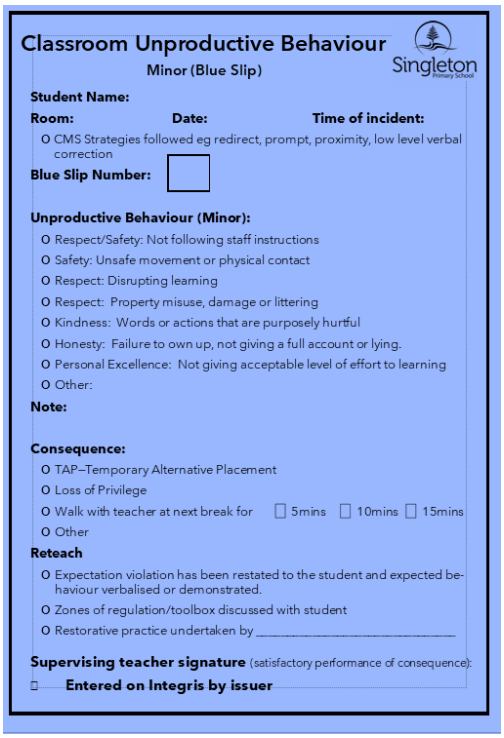
Skills to Be Taught (at CALM phase)

- Communication
- Social awareness
- Self-regulation
- Appropriate vs inappropriate behaviours

CALM	AGITATION	ACCELERATION	PEAK	DE-ESCALATION	RECOVERY
BEHAVIOURS					
• Working independently • Engaged • Follows 2 step instructions • Listening on the mat • Uses mat manners • Happy/smiling • Nice to peers • Interacting with peers • Sharing stories • Laughing	• Does not follow instructions • Calls out - making silly noises • Name calling • Doesn't use equipment appropriately and begins to fidget with materials on his desk. • Walks away from table • Hides under tables • Runs out to the playground	• Angry face • Refuses to follow instructions • Yelling escalating to screaming. • Pushes work off desk	• Yelling • Hitting staff and/or students • Throwing equipment: blocks, chairs, tables, IPad, puzzles, cars, construction etc. • Kicking objects and staff • Tense body • Hiding under tables, pushing chairs over and crying	• Remove himself to a quiet place where he can be unseen for an extended time • Avoid eye contact or talking. • Go for a run	• Tired • Hungry
STRATEGIES and STEPS					
• Red/Green choices • Is that a Green Choice? • Positive feedback for green choices – Stars • Clear instructions from Teacher • Explicit teaching • Tasks to be modelled • Unscheduled break times given when needed • Model expected behaviours	• Slight reduction of expectations • Redirect behaviour back to the task • Increase rewards • Firm instructions • Red/Green choices that state the required behaviour • If student is refusing to come back in from the playground – remind student that they need to stay on the verandah to stay safe – use timer if needed	• Remind student to use his inside voice – reward when makes green choice • Remind student First / Then Chart • Modify or make task more simple – one on one assistance when possible • Wait time to process information • Be calm • Ask student if they need a quick break and get them to return to group when he is ready – use timer if needed	• If possible remove student to outdoor verandah and playground – if not • Evacuate classroom to grass area at the back of the classroom • Staff to stay at a safe distance near the door and monitor • No talking • Phone Admin • Use team teach techniques if required • Admin to attend • Take student to office if needed • MUM to be called if student is having difficulty de escalating and if he is extremely upset – she will come and assist if needed • Try to avoid sending home if possible as this will only escalate the behaviours.	• Come back to class • Calming time before he returns to classroom activities. (drawing, colouring, reading a book) • Fidget toys • Sensory break	• Give him space in the classroom to recover with his blanket if needed • Eat food from lunch box or crunch n sip • Go for a walk with SNEA if available.
AVOID					
• Unclear expectations • Feeling like he can't do the activity • Having nothing to do • Wandering around classroom • Over talking • Frequent reinforcement • Don't give choices • Check for understanding but don't use 'ok'	• Too much talking	• Too much talking	• Getting too close • Having objects too close • Using team teach techniques by yourself • Avoid an audience of peers • Avoid audience of any kind	• Having other students watching	• Having students watching • Talking about the incident

Appendix 8

Sample of Classroom Behaviour Blue Slip



Classroom Unproductive Behaviour

Minor (Blue Slip)

Singleton Primary School

Student Name:

Room: **Date:** **Time of incident:**

O CMS Strategies followed eg redirect, prompt, proximity, low level verbal correction

Blue Slip Number: ☐

Unproductive Behaviour (Minor):

O Respect/Safety: Not following staff instructions
O Safety: Unsafe movement or physical contact
O Respect: Disrupting learning
O Respect: Property misuse, damage or littering
O Kindness: Words or actions that are purposely hurtful
O Honesty: Failure to own up, not giving a full account or lying.
O Personal Excellence: Not giving acceptable level of effort to learning
O Other:

Note:

Consequence:

O TAP–Temporary Alternative Placement
O Loss of Privilege
O Walk with teacher at next break for ☐ 5mins ☐ 10mins ☐ 15mins
O Other

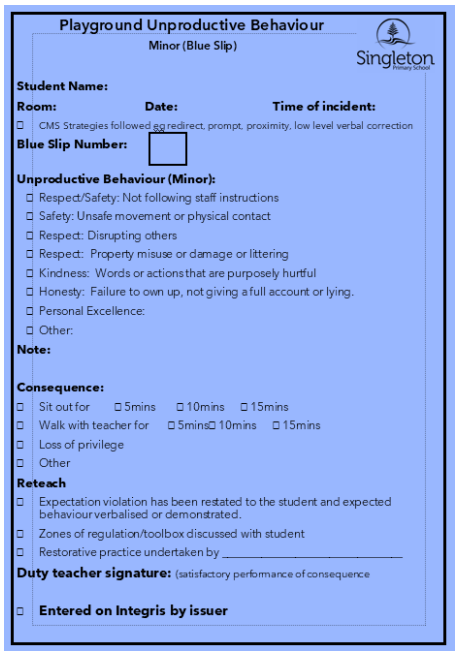
Reteach

O Expectation violation has been restated to the student and expected behaviour verbalised or demonstrated.
O Zones of regulation/toolbox discussed with student
O Restorative practice undertaken by _____

Supervising teacher signature (satisfactory performance of consequence):

☐ **Entered on Integris by issuer**

Sample of Playground Behaviour Blue Slip



Playground Unproductive Behaviour

Minor (Blue Slip)

Singleton Primary School

Student Name:

Room: **Date:** **Time of incident:**

☐ CMS Strategies followed eg redirect, prompt, proximity, low level verbal correction

Blue Slip Number: ☐

Unproductive Behaviour (Minor):

☐ Respect/Safety: Not following staff instructions
☐ Safety: Unsafe movement or physical contact
☐ Respect: Disrupting others
☐ Respect: Property misuse or damage or littering
☐ Kindness: Words or actions that are purposely hurtful
☐ Honesty: Failure to own up, not giving a full account or lying.
☐ Personal Excellence:
☐ Other:

Note:

Consequence:

☐ Sit out for ☐ 5mins ☐ 10mins ☐ 15mins
☐ Walk with teacher for ☐ 5mins ☐ 10mins ☐ 15mins
☐ Loss of privilege
☐ Other

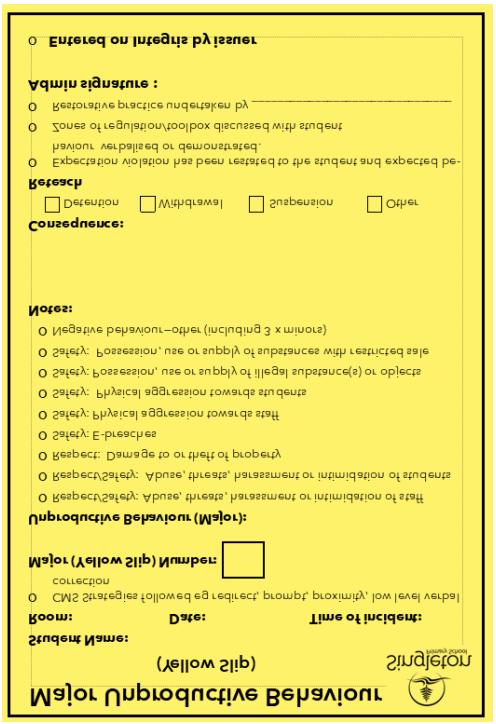
Reteach

☐ Expectation violation has been restated to the student and expected behaviour verbalised or demonstrated.
☐ Zones of regulation/toolbox discussed with student
☐ Restorative practice undertaken by _____

Duty teacher signature: (satisfactory performance of consequence

☐ **Entered on Integris by issuer**

Sample of Behaviour Yellow Slip



Major Unproductive Behaviour

(Yellow Slip)

Student Name:

Room: Date: Time of Incident:

- CM2 Strategies followed eg redirect, prompt, proximity, low level verbal correction

Major (Yellow Slip) Number:

Unproductive Behaviour (Major):

- Respect/Safety: Abuse, threats, harassment or intimidation of staff
- Respect/Safety: Abuse, threats, harassment or intimidation of students
- Respect: Damage to or theft of property
- Safety: E-threats
- Safety: Physical aggression towards staff
- Safety: Physical aggression towards students
- Safety: Possession, use or supply of illegal substance(s) or objects
- Safety: Possession, use or supply of substances with restricted sale
- Negative behaviour–other (including 3 x minors)

Notes:

Consequence:

Referral

☐ Detention ☐ Withdrawal ☐ Suspension ☐ Other

- Expectation violation has been restated to the student and expected behaviour verbally restated or demonstrated.
- Zones of regulation/toolbox discussed with student
- Restorative practice undertaken by _____

Admin signature :

- Entered on Integrity by Issuer

Appendix 9

Reflection Sheet

Singleton Primary School: Behaviour Reflection Sheet

Student name: _____ Date: _____ Room: _____ Time of incident:_____

Unproductive Behaviour (Minor):

- Respect/Safety: not following staff instructions
- Safety: Unsafe movement of physical contact
- Respect: Disrupting learning
- Respect: Property misuse or damage
- Kindness/Respect: words or actions that are purposefully hurtful or inappropriate.
- Honesty: Failure to own up, not giving full account or lying.
- Personal Excellence: Not giving acceptable level of effort to learning

Consequence:

- TAP for ☐ 10 minutes ☐ 30 minutes ☐ Other _____ ☐ Intergis ☐ Call home

My behaviour looked like ... (What did I do?)

_____

_____

_____

My behaviour looked like this because ... (What happened to me? How did I feel?)

- _____
- _____
- _____

I did not meet these expectation/s:

☐ Personal Excellence ☐ Always Honesty ☐ Respect ☐ Kindness ☐ Safety

At the time of the behaviour, I was feeling (tick each box):

	Blue Zone		Yellow Zone		Red Zone
☐	sick	☐	frustrated	☐	mad/angry
☐	sad	☐	worried	☐	mean
☐	tired	☐	silly	☐	yelling/hitting
☐	bored	☐	excited	☐	disgusted
☐	moving slowly	☐	loss of some control	☐	out of control

My actions affected:

☐ myself ☐ class mates ☐ the teacher ☐ other

I will react differently next time by ... (What should I have done instead?)

_____

_____

I am now in the: ☐ Blue Zone ☐ Green Zone ☐ Yellow Zone ☐ Red Zone

Appendix 10
Letter of Apology

My letter of Apology
(to be read to the appropriate person)

Dear _____

I would like to apologise for *(state what you did)* _____

_____

_____

My behaviour was inappropriate because *(describe what you said or did)* _____

_____

_____

_____

I'm sure it made you feel _____

_____

In the future I will *(Explain what you will do differently to avoid problems like this again)*

_____

_____

_____

I would like to say *(explain how sorry you are)* _____

_____

_____

I promise that from now on I will be kind and respectful. I am sorry for my actions, and I hope you can forgive me. I would like to return to the classroom please.

Sincerely _____

****

STUDENT SIGN: _____ TEACHER SIGN: _____

PARENT SIGN: _____

INTERVIEW REQUESTED: BY TEACHER ☐ BY PARENT/CARER ☐

Parents/carers, please discuss this behaviour incident with your child then sign and return this form to school the next day.

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Appendix 11

Recognition of Meeting Behaviour Expectations