

SOUTH LAKE PRIMARY SCHOOL WHOLE SCHOOL POSITIVE BEHAVIOUR SUPPORT PLAN 2025



Reviewed and aligned with Student Behaviour in Public Schools Policy and Procedures EFFECTIVE 17 July 2023

A CULTURE OF POSITIVE BEHAVIOUR SUPPORT

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

Student Behaviour in Public Schools Policy (2023)

At South Lake Primary School, we strive to build a positive school culture where all members of the community belong and are valued, respected and supported within a welcoming and safe environment. We believe that creating a culture of positive behaviour requires a collaborative effort between the school leadership, staff, students, families and the wider community.

The PBS team is committed to engaging in a co-design process with the school community to develop, document and communicate shared values, ways of working and expectations of positive student behaviour. We recognise that every student is unique and therefore, our approach to promoting positive behaviour must be inclusive of their strengths, abilities and diversity. Staff share an understanding that behaviours of concern can be harmful to self, others and the school environment. As such, we have developed a framework that outlines responses to such behaviours, emphasising restorative practices that aim to repair relationships and restore the community.

At South Lake Primary School, we believe that strengthening positive student behaviour is a shared responsibility. The roles and responsibilities of all members of the school community in achieving this goal are clearly communicated and understood. We recognise that student achievement, engagement and well-being are closely linked, and we have developed multi-tiered systems of support to address these areas. Our approach is based on identifying student needs early and providing targeted support to ensure that all students have the opportunity to reach their full potential.

The safety of all members of the school community is a top priority at South Lake Primary School, and reasonable steps are continuously made to keep the school environment free from violence, aggression, discrimination and bullying. We comply with the requirements related to the Student Behaviour in Public Schools policy and other legislation and policy requirements, ensuring inclusive practices that do not discriminate students based on behaviour as a manifestation of disability.

Monitoring and reviewing student behaviour is an integral part of our school improvement planning process. We are committed to regularly evaluating our approach to promoting positive behaviour and making adjustments where necessary.

Through our collaborative efforts between the school leadership, staff, students, families and the wider community, we create a safe and inclusive environment where all students can thrive.

WHAT IS POSITIVE BEHAVIOUR SUPPORT (PBS)

Positive Behaviour Support (PBS) is a proactive and evidence-based approach to understanding and addressing problem behaviours. It is a comprehensive framework that is proven to create safer and more effective schools, through creating positive and supportive learning environments that promotes positive behaviours while preventing, reducing or eliminating unproductive behaviours.

PBS focuses on teaching and reinforcing positive behaviours while using evidence-based strategies to decrease problem behaviours. It seeks to identify the underlying reasons why a student may be engaging in problem behaviour and address those underlying causes by teaching new skills or making environmental changes.

PBS involves collaboration between students, families, teachers, and other professionals to develop and implement effective strategies that promote positive behaviours and support student success. The goal of PBS is to not only support the health and wellbeing of both staff and students, but to enhance the social competence and communication of students as a precondition to improving their academic outcomes.

PBS provides an organisational approach for:

- Improving the social behavioural climate of schools
- Supporting or enhancing the impact of academic instruction on achievement
- Increasing proactive/positive/preventive management while decreasing reactive management
- Integrating academic and behaviour initiatives
- Improving support for all students, including students at risk and students with emotional behavioural disabilities (EBD)

**Additional resources and support documents are accessible on the shared drive under PBS.*

Background

South Lake PS has implemented the Positive Behaviour Support (PBS) framework since 2017, and during that time, the PBS team has led organisational change strategies, actively engaging the school community in building and shaping a culture of positive behaviour that values students' strengths, abilities and diversity. Collectively, we have established a consistent language and approach towards managing and teaching behaviour and have co-designed the development, implementation, and monitoring of a whole school approach to behaviour which includes:

- Shared values, ways of working and expectations of positive student behaviour that includes students' strengths, abilities and diversity
- Responses to behaviours of concern that are harmful to self, and/or others and/or to the school environment
- The roles and responsibilities of all members of the school community in strengthening positive student behaviour
- Multi-tiered systems of support for student achievement, engagement and wellbeing
- Ongoing monitoring and review of student behavioural data as part of the school improvement planning process
- Prioritising the safety of all members of the school community, including taking all reasonable steps to keep the school environment free from violence, aggression, discrimination and bullying

We aim to foster a positive and safe learning environment where all students feel safe, respected, heard, and encouraged. Unproductive behaviours are viewed as learning errors or a skill deficit. When such a deficit is identified, we teach the appropriate skill to address it. We acknowledge that behaviour is learned and influenced by a range of situational and environmental factors, which may extend beyond the school setting. We recognize that every behaviour serves a purpose, and by identifying the function of these behaviours, we can address underlying issues and modify our teaching practices and learning environments to cater to the unique needs of individual students.

Our approach to behaviour management includes the use of restorative practices, which promote a supportive and inclusive learning environment that is based on mutual respect, responsibility, and accountability. These practices encourage students to take responsibility for their actions, reflect on the impact of their behaviour, and restore relationships when necessary.

In addition to restorative practices, we also use multi-tiered systems of support responsive to the diverse needs of our students. This includes providing targeted interventions and supports for students who may be at risk of developing challenging behaviours, as well as using evidence-based approaches to support students with complex needs.

Our commitment is to provide every student with explicit instruction on how to behave both within and outside of school. Our staff proactively employ a 4:1 positive to negative ratio for addressing behaviours, as this has been proven to ensure positive classrooms, as well as a positive school climate and environment.

We have a dedicated PBS team that assists and guides our staff in creating and sustaining a positive school environment, where students consistently demonstrate expected behaviours as outlined in the SLPS Behaviour Matrix. Our staff is equipped with the latest evidence-based positive behaviour strategies, tools, and resources to manage behaviours. We continually review existing procedures and develop more effective policies and practices to ensure that our students thrive in a safe and positive school environment.

To ensure that our staff is equipped with the knowledge and skills to implement our whole-school approach to behaviour, we provide ongoing training and support to build their capacity to teach and sustain positive behaviour. Our staff play a critical role in creating a positive learning environment, and we are committed to supporting them in this important work.

Overall, our whole-school approach to behaviour management is a collaborative effort that involves all members of our school community. We are committed to ongoing monitoring and review of our policies and practices to ensure that they remain effective, responsive, and aligned with our values and goals.

SOUTH LAKE PS PBS TEAM

Team Leader: Brooke Webber (CBSC)

Team Members: Leigh Liley, Dean Smart, Ebony Moffitt, Brooke Webber, Gayna Panther and Nicole King.

The PBS Team leads staff to:

- **Encourage positive behaviour:** *PBS focuses on reinforcing positive behaviour rather than punishing negative behaviour, which creates a positive and safe school environment.*
- **Manage behaviour through a restorative, preventative and de-escalating approach:** *PBS focuses on using effective strategies to manage unproductive behaviours.*
- **Increase academic achievement:** *When students feel safe and supported, they are more likely to engage in learning and achieve academic success.*

- **Promote social-emotional learning:** *PBS teaches students social-emotional skills, such as self-regulation, empathy, and decision-making, that are crucial for success in school and in life.*
- **Reduce discipline problems:** *By preventing problem behaviours before they occur, PBS reduces the need for disciplinary actions, such as suspensions and expulsions.*
- **Enhance teacher effectiveness:** *With a consistent and positive approach to behaviour management, teachers are better able to focus on instruction and academic achievement.*
- **Improve school culture:** *PBS creates a positive school culture where all students and staff feel valued, respected, and supported.*
- **Provide individualised support:** *PBS takes a data-driven approach to behaviour management, allowing for individualized interventions and support for students who need it.*
- **Engage families and community:** *PBS involves families and the broader community in creating a positive school culture, fostering partnerships that support student success.*

In addition, the PBS Team:

- Provides professional learning to support all staff in implementing PBS based practices.
- Ensures the explicit teaching of expected behaviours across all year levels and classrooms.
- Ensures staff are familiar with the SLPS Behaviour Matrix and other PBS plans and procedures.
- Involves staff in PBS decision making, organisation and lesson planning.
- Plans strategies to increase student engagement and school community.
- Monitors, analyses, and shares behavioural data to inform decision making and future planning.
- Meets at least twice a term with a set agenda.

Expectations:

- Be Respectful
- Be Resilient
- Be Safe
- Be Your Best

See Appendix A: SLPS Expectations

Behaviour Matrix

The SLPS Behaviour Matrix outlines expected behaviours of students at South Lake PS across all school settings. It creates a common language between staff and students, directs the teaching of expected behaviours and assists staff in recognising, acknowledging and providing feedback of student behaviour.

See Appendix B: SLPS Behaviour Matrix

Acknowledgement System: Turtle Tokens (Free and Frequent)

Turtle Tokens representing each SLPS behavioural expectation are used to acknowledge and reinforce positive behaviours. Staff distribute Turtle Tokens along with a brief reason at the time a positive behaviour occurs as a means of providing behavioural feedback. Turtle Tokens are counted and recorded on a weekly basis onto GradeXpert and class, faction and individual student data is used to inform reward systems to assist PBS planning.

See Appendix C: Turtle Tokens and Appendix D: SLPS Acknowledgement Systems

PBS Lesson Schedule/Planning

The PBS Team attain staff feedback in developing a termly PBS Lesson Schedule that outlines the behaviour expectations to be explicitly taught. Behaviour expectations being taught are clearly displayed across the school, in the newsletter, school website and on the SLPS Focus poster in all learning areas.

Weekly PBS Lesson

During the weekly allocated PBS time, staff deliver a planned lesson (stored on the shared drive) where students are explicitly taught positive, expected behaviours outlined in the SLPS PBS Behaviour Matrix aligned with the *focus of the week*. These weekly lessons involve students completing an activity in their PBS Books.

Positive behaviours are taught to develop student's competence and capacity to:

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

Weekly PBS Assemblies

Every Monday, a whole school PBS assembly is conducted to communicate the South Lake PS Focus and other relevant PBS messages. During these assemblies, eight (four for each block) Turtle Tokens are drawn out for students to win \$4 PBS Canteen Vouchers or rewards for their class such as free dress, PJ party, icy poles, free dress, free play or a cartoon episode. In addition, students reaching certain milestones for the number of Turtle Tokens received will also be recognised during this time with wristbands.

PROFESSIONAL LEARNING

Our school is committed to providing a safe and positive learning environment for all students and in doing so, focus on building the capability of our staff to effectively manage student behaviour and support students with complex needs.

We provide staff with access to training and professional learning opportunities to effectively implement a whole-school approach to student behaviour and engage in reflective practice to enhance learning outcomes for students with complex behaviour support needs – this includes professional learning through observations, coaching, mentoring and feedback (delivered by internal Conference Accredited Trained (CAT) Coaches). Through these training and learning opportunities, our staff create inclusive, welcoming, safe, and orderly school learning environments. They will also be able to de-escalate unsafe and/or aggressive behaviour, and engage in reflective, educative, and restorative processes as part of building and maintaining a whole-school culture of positive behaviour.

We believe that by providing our staff with the necessary resources and training, we can create a safe and supportive environment for all students, and help them achieve their full potential. We encourage all staff to take advantage of the resources and training opportunities available to them, and to work together to implement effective behaviour support strategies that engage students in productive learning, and respond to the contextual challenges that impact on the behavioural responses of some students.

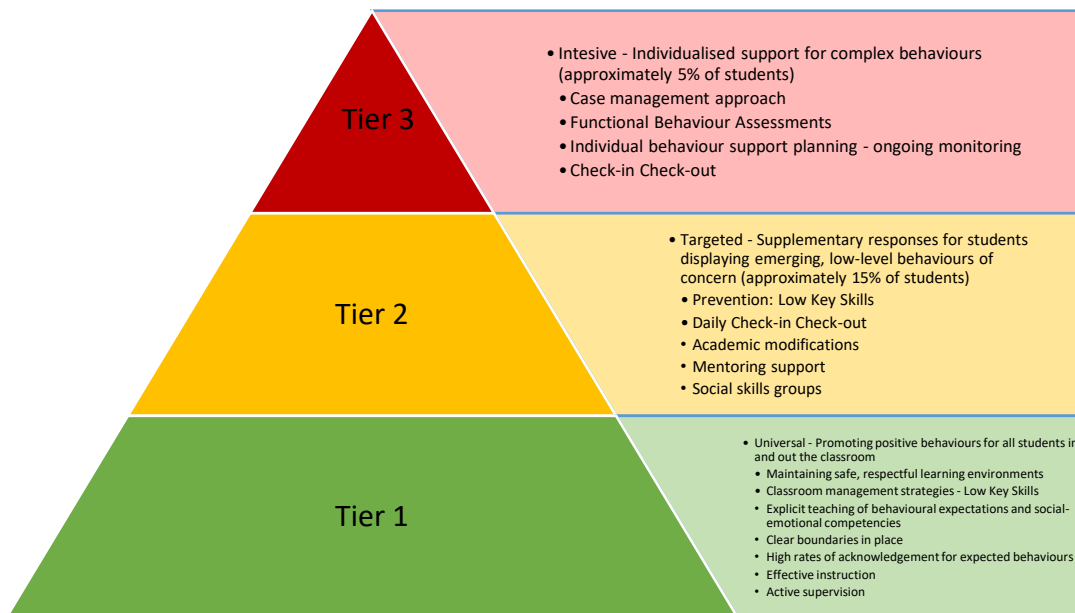
MULTI-TIERED SYSTEMS OF SUPPORT

Our behaviour policy uses a multi-tiered system of support (MTSS) that holistically considers student needs and provides tiered and interconnected interventions, ensuring that students receive the appropriate level of support.

We use a range of qualitative and quantitative school-level and system data to identify behaviour support needs that are responsive to students. Based on these needs, we develop universal, targeted, and intensive supports for students that promote positive behaviour and maintain a safe, respectful learning environment.

We understand that engaging with parents and key stakeholders is essential in the provision of behaviour support for individual students. We plan and implement reasonable adjustments to support and teach positive behaviours for all students, including those with complex needs. We also seek available regional and system-level specialist services and supports as required to ensure that all students receive the necessary support to achieve their full potential.

Our positive behaviour support Response to Intervention (RTI) comprises three tiers:



We regularly review student behaviour data to identify and respond to emerging trends and to confirm that our school-level behaviour support approaches are not disproportionately impacting particular student cohorts, such as Aboriginal students or students with disabilities. We participate in the Nationally Consistent Collection of Data (NCCD), an annual collection of data that identifies students with disability receiving adjustments and the level of adjustments provided, including behaviour support adjustments. We implement **Complex Behaviour Management Cycle for Tier 3 focus students** and implement Complex Behaviour “Teacher Request for Assistance Form.” See Appendix E: “Teacher Request for Assistance Form, SLPS ABC Document, SLPS ABC Document Example.”

STUDENTS WITH COMPLEX NEEDS

We acknowledge that every student has unique needs and may require individualised support to ensure their success. The PBS team plays a key role in establishing case management processes for identified students. This includes understanding the factors impacting on behaviour and identifying the student needs

and desired behaviour/s and understanding the function of student behaviour. If required, a documented plan will be developed in consultation with parents and other relevant stakeholders outlining strategies, implementation, monitoring, and review of the plan. We collect and use data to develop, review and refine the plan while minimising the use of restrictive practices.

We understand that culturally responsive approaches are crucial to addressing the needs of our students. We consider the social, cultural and historical contexts that impact the student and their family and community connections to inform decision making and intervention. We also recognise that some students have multiple risk factors and require additional support, such as those 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, or are at risk of being excluded. We also consider the risk of suicidal behaviour or non-suicidal self-injury.

Students with the most complex needs may need a coordinated approach through a request for assistance to access multiple services through State-wide Services. We are committed to ensuring that all our students receive the support they need to succeed.

MANAGING BEHAVIOUR

Restorative Approaches

Every member of our community has the right to feel safe, respected, and valued. We are committed to creating a culture of positive behaviour that prioritises the safety and wellbeing of all members of our school community. As part of this commitment, we have developed a restorative-based approach to behaviour management.

Restorative approaches are a way of being, thinking, interacting, teaching, and learning that places building and restoring relationships at the centre of decisions and actions. They prioritise procedural fairness, ensuring that responses to behaviour are fair, proportionate, and respectful of everyone's rights and responsibilities.

Our approach to restorative-based practice emphasises the importance of personal responsibility and accountability for behaviour across the school community. We recognise that behaviour management is not just the responsibility of individual students or staff members, but a shared responsibility that involves everyone in the school community.

Our restorative approach provides opportunities for student and family voice, using collaborative problem-solving for responding to behaviours of shared concern. We view conflict as a learning opportunity at all levels and focus on the need to repair harm that has occurred. By doing so, we develop empathy and reinforce self-regulation.

We believe that restorative-based practice promotes a sense of community in the school environment, helping students feel connected and supported. It meets the needs of students by providing a framework for addressing behaviour that is focused on repairing relationships and restoring a positive learning environment.

Prevention and De-escalation of Risk Behaviour

At South Lake PS, staff use preventative strategies to avoid behaviour escalating. When a specific behavioural risk has been identified, it is important to adopt evidence-based, positive, proactive and preventive strategies as part of a student's behaviour support plan. A student behaviour support plan must

account for the specific needs of the student, and in emergency situations, it is also important to consider the factors impacting that student. This is not an exhaustive list, but preventative actions include:

- building effective relationships with parents and using their knowledge to provide effective support for students
- building positive relationships with students e.g. taking an interest in them and their situation, greeting students and asking questions about them
- explicitly explaining, teaching and prompting expected behaviours and procedures. Being clear about boundaries and rules in and around the school and classroom
- providing high rates of acknowledgement to all students. Looking for opportunities to acknowledge students who might be most at risk of exhibiting risk behaviours
- getting to know students and their personal signs of distress
- identifying times or situations that may be potentially stressful or difficult for individual students
- providing tasks and activities that are at the correct level for all students, and differentiating work when it is appropriate
- providing opportunities for active engagement of students who seek to avoid certain situations, tasks or activities
- intervening early at the first signs of stress, distress or agitation
- actively supervising classroom and non-classroom areas for potential areas of conflict. If necessary, making environmental changes to accommodate the issues
- demonstrating a supportive approach through facial expressions and body language
- responding flexibly by adapting to the specific situational factors that may increase behavioural risk
- speaking calmly and clearly, even when a risk situation is emerging
- providing students with reasonable options; be prepared to compromise, not giving in to unreasonable expectations, but working in a solution focused way
- using active listening techniques
- addressing issues quickly and individually. Talking to students aside from their peers or other people, when it is possible
- being sincere in your communications with students
- sharing information in a professional and appropriate way with colleagues e.g. consideration for confidentiality of students.

Understanding Behavioural Escalation

Behaviour escalates when a range of responses occurs in a sequential pattern in which successive responses are of increased severity or intensity. Colvin and Sugai (2005, 2018) suggest that there are seven stages of behavioural escalation:



Phase	Description	Focus	Strategies
CALM	The student is calm and cooperative.	<i>Reinforce calm and on-task behaviour (included in BSP)</i>	<ul style="list-style-type: none"> • Establish expectations • Teach procedures and routines • Use high rates of positive acknowledgement
TRIGGER	The student experiences conflicts or situations that	<i>Prevent and redirect (included in BSP)</i>	<ul style="list-style-type: none"> • Modify the environment • Change the task/distract • Provide support with the task

trigger their behaviour to escalate. These may be internal or external triggers.

AGITATION	The student loses focus and they are more visibly upset. They might challenge authority or avoid situational factors they find stressful.	<i>Reduce anxiety</i>	<ul style="list-style-type: none"> • Employ active listening • Use empathy • Provide reassurance • Reduce or remove demands
ACCELERATION	If the conflict continues to be unresolved, the behaviour of the student will escalate and may become more intense. The student will lose focus and find it very hard to engage in rational discussion.	<i>Focus on safety/space and disengagement</i>	<ul style="list-style-type: none"> • Give brief verbal redirection • Allow processing time/wait • Provide physical space • Move others away
PEAK	The student will not be in control of their emotions or behaviour and will likely exhibit observable risk behaviour for example self-injury, shouting, swearing or destroying furniture.	<i>Monitor and ensure safety</i>	<ul style="list-style-type: none"> • As above • Minimise verbal interaction • Take evasive action if necessary
DE-ESCALATION	The student will start to calm and a drop in the intensity of the expressed emotion will be visible	<i>Minimal attention</i>	<ul style="list-style-type: none"> • Speak calmly • Acknowledge student's feelings • Emphasise fresh start
RECOVERY	The student's behaviour drops to their usual baseline or even below that and they appear calmer. They may express regret or fear; some students have difficulty expressing their emotions when in this phase.	<i>Re-establish routines and activities</i>	<ul style="list-style-type: none"> • Reinforce appropriate behaviour • Restitution • Offer support when calm
DEBRIEF		<i>Transition back to usual routine</i>	<ul style="list-style-type: none"> • Emphasise learning • Teach alternative behaviour • Provide practice opportunities for desired behaviour(s)

De-escalation Strategies

De-escalation is a skill that can be learnt, but it is important to use the right strategy, at the right time, for the right student. What works for one student may not work for another. Understanding what works and why is important if the de-escalation strategy is going to be successful. Strategies you might employ include:

Acknowledging the student: validate the student's emotions, confirm to them that it is legitimate to feel upset, angry, exhausted or betrayed. Respond to the emotion they are expressing and not the emotional intensity.

Agree with the student: if it is possible to do so. Find some truth in what is being said or expressed by the student. This reduces the conflict and can assist in being solution focused, preventing escalation. This doesn't mean giving in, or accepting that everything they say is valid, it is about finding some truth in what they are expressing; it is simply a way to move towards resolution and avoid conflict in the short term. Once the conflict is over and the immediate risk has been managed, it is possible to find time to explore the situation as a whole.

Use clarification: if a student is very upset it can be difficult for them to express what they are saying meaningfully. Using statements to help clarify meaning, rather than assume what the student means can be helpful in de-escalating e.g. 'Are you saying that you feel angry towards Billy?' 'Do you mean you feel like you want to hurt yourself?' 'Are you telling me you feel lonely?'. By ensuring you understand what the student is expressing, you will be better able to provide an appropriate response and de-escalate the situation.

Offering choices, options and boundaries: this means defining what the options are and identifying the possible natural consequences for the student, dependent on the decisions they make. This is not the same as using a threat and should not be presented as a threat. Do not use statements that include potential or known triggers for the student. As a situation escalates it can be very effective to offer options, for example: 'Stay here and we can try and work something out together. We need to keep you safe. If you leave we won't know where you are.' 'I understand that you have left your homework at home. Shouting at me is not being respectful. When you stop shouting we can discuss what we can do to help you remember.'

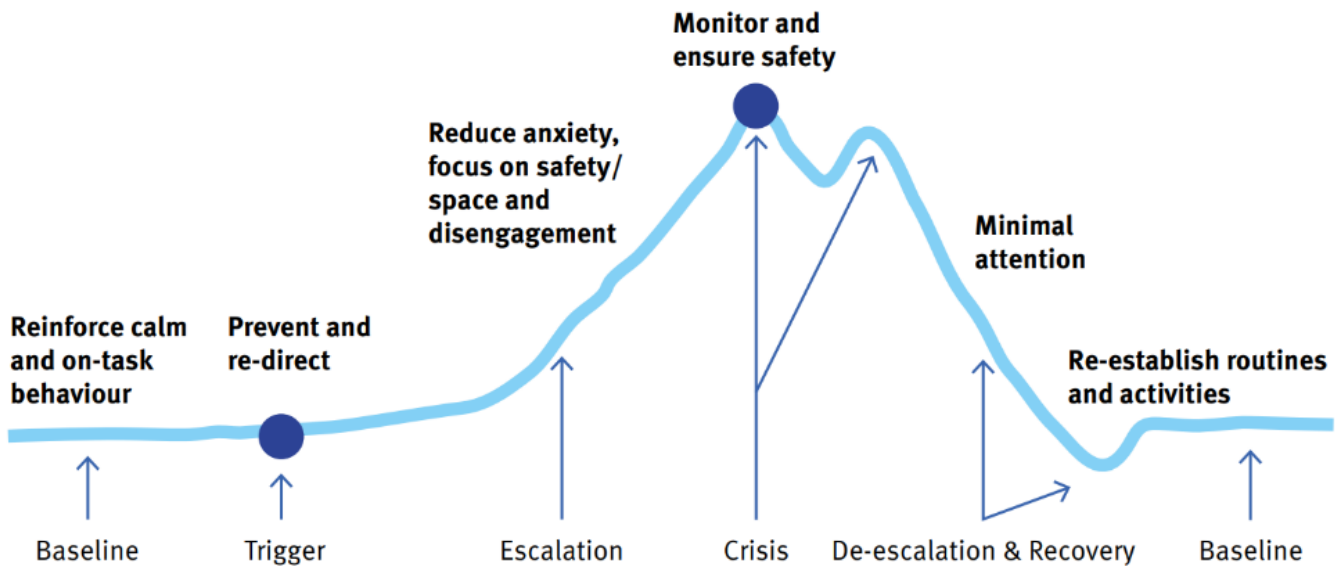
Distract the student: for example, change topic, make a noise, drop some books, and ask a question about something you know is of interest to the student. Use a strategy that interrupts the situation and diverts attention of the student to something else, ask for the student to help with something. Distraction can be a very effective short term solution for preventing escalation of a situation.

In terms of using de-escalation strategies effectively, it is important to consider your communication style. This includes not just what you say, but how you say it and your accompanying body language.

Checklist reminders for de-escalation

- Remain calm and use measured voice, volume and tone.
- Monitor your own body language and ensure it is non-confrontational.
- Communicate respect and a desire to help.
- Acknowledge the student's feelings, "I can see you are upset"
- Keep verbal interactions brief, calm and respectful.
- Avoid power struggles, it is not about who wins the argument.
- Give the student space.
- Move other students and the audience away.
- Allow the student to move away, if safe to do so.

- ☑ Calmly provide a direction that you know the student is more likely to comply with.
- ☑ Allow processing time for the student when you give instructions.
- ☑ If escalation occurs, move further away if possible and make the area as safe as possible.
- ☑ Make sure you have an exit plan, so you can safely leave the situation if necessary.
- ☑ Send for help if necessary.



(Adapted from /behaviour.education.qld.gov.au, Colvin & Sugai, 2005, 2018, Kaplan & Wheeler 1983)

Checklist for managing continued escalation and crisis

- ☑ When planning support, staff must recognise and agree upon an observable and measurable description for each of the phases of behavioural escalation.
- ☑ Whenever practical, respond at the first indication that the problem behaviour has been triggered; failure to do so will likely result in an increase in the speed of escalation in future episodes.
- ☑ Where appropriate, there should be an agreed and documented intervention for each of the phases.
- ☑ When escalation occurs it will likely continue until the peak or crisis is reached. It is at this stage that the safety of the student, staff and/or others is paramount.
- ☑ When the behaviour is at the peak/crisis, it may be that as a last resort, if presented with immediate risk to the student, the use of a restrictive practice might be necessary.
- ☑ Staff receive training in evidence based proactive responses e.g. positive behaviour for learning.
- ☑ If there is a known risk that staff may need to use a restrictive practice as part of a planned response, they should have training in the use of the restrictive practice.

CORRECTING BEHAVIOUR - CONFERCING STUDENTS

Staff respond to unproductive errors by reteaching, guided practice and independent practice with frequent monitoring. In addition to explicitly teaching expected behaviours, students who are not demonstrating expected behaviours are conferenced in order to address the behaviour and to teach what is expected. Staff at SLPS use a restorative approach when addressing students not demonstrating expected behaviours.

Correcting Behaviour Errors:

- Uphold the importance of expectations
- Increases probability of future correct behaviour
- Restores order to the learning environment
- Decreases time out of learning/instruction
- Interrupts the inappropriate behaviours, preventing practice of that behaviour
- Demonstrates care and concern by the adult
- Builds relationships with students
- Capitalises teachable moments
- Maintains a positive learning environment
- Gives the chance for the student to learn to be successful

ABC of Behaviour

Antecedent (A)	<ul style="list-style-type: none"> • Conditions and circumstances that increase the probability of a behaviour occurring (what happens/happened before the behaviour occurs?)
Behaviour (B)	<ul style="list-style-type: none"> • Observable (what the student says and does in response to the antecedent)
Consequence (C)	<ul style="list-style-type: none"> • The resulting event or outcome that occurs immediately following the behaviour. • A consequence either increases or decreases the likelihood of the behaviour occurring again in the future
Example:	
Antecedent (A)	<ul style="list-style-type: none"> • Expectations clearly displayed on the SLPS Behaviour Matrix (We line up calmly, quietly and sensibly) • Behaviour is clearly defined and taught (SLPS Focus poster, PBS Assemblies, PA announcements and weekly PBS lessons). • Teacher clearly defines expectations/gives a pre-correct: "When I say go, we are going to move outside and line up calmly, quietly and sensibly" • Staff actively supervise
Behaviour (B)	<ul style="list-style-type: none"> • Students move outside the classroom and line up calmly, quietly and sensibly
Consequence (C)	<ul style="list-style-type: none"> • Teacher provides class and individual students with specific feedback and encouragement. "... thank you for lining up calmly, quietly and sensibly." Acknowledge expected behaviour with verbal recognitions and Turtle Tokens

**Staff use the ABC of behaviour to assist in understanding why students are not demonstrating expected behaviours and use this process when conferencing with students.*

Behaviour Referral Process

Teachers utilise a range of classroom management strategies that inform the SLPS Behaviour Referral Process to manage student behaviour, to prompt students displaying unproductive behaviours and to direct them to the expected behaviour. Staff respond to unproductive behaviours in a way that is:

- Calm: Professional and composed voice tone and volume
- Consistent: Respond each time a behaviour error takes place
- Brief: Short and concise response - disengage quickly
- Immediate: Respond within a short time after the behaviour
- Respectful: Respond politely - free of sarcasm and given in private
- Specific: Identify the associated expected behaviour from the SLPS Behaviour Matrix

Low Key Responses (Classroom Management Strategies - CMS)

Low key responses are used when students are demonstrating unproductive behaviours. The response is quick and quiet – not stopping the flow of a lesson, does not allow for escalation – low emotional response and involves minimal to no verbal contact - the classroom atmosphere remains positive or neutral.

Office Referrals

An office behaviour referral is a proactive approach to addressing problematic behaviours in the school environment. It involves documenting specific information about the behaviour, reviewing it with a team of professionals, and developing a plan to address the behaviour and prevent it from recurring. The goal is to foster positive behaviour change by teaching appropriate behaviours and skills, rather than solely punishing students for their actions.

See Appendix F: SLPS Office Behaviour Referral Process

Implement Good Standing

In accordance with the Minister for Education's statement on school violence, "Let's Take a Stand Together," South Lake PS has implemented Good Standing. All students maintain Good Standing by demonstrating expected behaviours as outlined in the SLPS PBS Matrix. Admin may apply a strike against a students' Good Standing as a consequence to Office Referrals or other unproductive behaviours. A loss of Good Standing will occur if a student is suspended, in-school suspended or if a student receives three strikes against their Good Standing. A student losing their Good Standing will have privileges removed for two weeks (privileges may include, but are not limited to: Incursions/excursions, Choir, Interschool Sports Carnivals, Graduation Activities, Colour Run and School Disco). Students regain their 'Good Standing' after two weeks of continuous expected behaviour and return to 'Good Standing' at the commencement each school term.

In-School Withdrawal

- A student who has not modified his/her behaviour, or whose behaviour has escalated, may be withdrawn to the Office area. This action is determined by Administration team members.
- The duration of the withdrawal is dependent on the behaviour with considerations of the student's developmental level and any other relevant factors.
- Data is recorded onto Compass and is communicated to the students' parent and teacher as needed (this may include an interview with the parent/teacher, phone calls or letters sent home).
- Students are supported by administration and will not participate in classroom/whole school activities. The student may be conferenced by a member of the administration team, chaplain or the school psychologist.

Suspension

- It is the principal's responsibility, as site manager to manage suspension implementation. This does not mean the principal must personally undertake the duty. The principal is responsible for what must happen but has discretion over how it happens on site (i.e. if both the principal and the associate principal are absent a teacher relieving in an administrative role is authorised to suspend)
- The principal or relieving principal will assign a provisional suspension period, and shorten or lengthen this period, subject to Regulation 43(1) (b), upon completing an investigation into the incident.
- The principal (or relieving principal) will notify students, caregivers/parents of the decision to suspend and the length of the provisional suspension. At this time the parent/caregivers can provide and give reasons against the decision to suspend, these reasons will be recorded.
- Upon returning to school or prior to return to school, a documented plan may be developed for the student.

Permanent Exclusion

- The Principal may recommend to the Director General that a student be excluded from attending the school. Only the Director General may exclude a student.
- Full documentation of the school's efforts to effect behaviour modification will be submitted to the Regional Executive Director in support of such a recommendation.

See Appendix G: SLPS Office Behaviour Referral

EMERGENCY SUPPORT (Critical Incidents)

Emergency support from Admin is provided when the safety of students or staff members are at risk or if serious damage to equipment/resources are expected. During an emergency, Admin will be contacted for immediate support in a safe and necessary manner (including the use of a Red Card (in classrooms and staff duty bags), phone call or supporting staff members).

Emergency support may be required if:

- Disruptive parents/carers/community members are on school grounds;
- Physical or verbal aggression occurs (student to student or student to teacher);
- Students leave the classroom without teacher permission.

**For additional information, see Emergency and Critical Incident Management Plan*

SUPPORTING PLANS AND POLICIES

- SLPS PBS Behaviour Matrix
- Students at Educational Risk (SAER)
- Emergency and Critical Incident Management Plan
- Health & Well Being Plan
- Aboriginal Education Plan
- Aboriginal Cultural Standards Framework
- Attendance Plan
- Bullying Policy
- Mobile Phone Policy
- Classroom Management Strategies
- Office Behaviour Referrals
- Teacher Request for Assistance
- Documented Plans
- Implementation of Chaplaincy Program 3 days a week
- Protective Behaviours Program
- School Drug Education Program
- Friendly Schools Club

DEFINITIONS

Behaviour

The way in which a student acts in response to a particular situation or stimulus at school and/or in the community.

Co-design

A community led design process working together and jointly with community members and service providers to develop approaches that are responsive to local needs. There are typically six phases in a co-design approach:

- Build relationships including finding out who can participate
- Develop a shared understanding with all participants
- Agree on purpose and objectives
- Generate ideas
- Implement agreed ideas
- Review and evaluate

Cultural responsiveness

The ability to understand, interact and communicate effectively and sensitively with people from a cultural background that is different from one's own. It is characterised by respect for culture, ongoing self-reflection, expansion of knowledge and commitment to improving practices and relationships, and is responsive to the diverse needs, backgrounds, experiences and knowledge of all students. In the Western Australian context, this is first and foremost for Aboriginal students.

Multi-tiered system of support

A multi-tiered system of support holistically considers student needs and provides tiered and interconnected interventions, so students receive the appropriate level of support. This includes intensive support that is individualised and provided alongside effective case management for students with complex behaviour support needs.

Parent

In relation to a child, means a person who at law has responsibility for the long-term care, welfare and development of the child; or the day-to-day, welfare and development of the child.

Positive Behaviour

A student's competence and capacity in their 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.

School Community

Local people, groups and organisations in and around schools in remote, regional and metropolitan areas. This includes, but not limited to, students, families, principals, teachers and other schools' staff, community leaders, local government agencies and not-for-profit organisations.



Student engagement

Student engagement is multi-dimensional and combines observable indicators such as achievement, behaviour and attendance with internal emotional and cognitive states (feelings and thoughts). Student engagement is viewed and responded to in a holistic way.

Whole school approach

A whole school approach involves addressing the needs of students, staff and other members of the school community through a collective and collaborative approach to improving student learning, behaviour and wellbeing, and the conditions that support these.



 <h1>South Lake PS Behaviour Matrix</h1>				
	BE RESPECTFUL	BE RESILIENT	BE SAFE	BE YOUR BEST
 <p>South Lake Way</p>	<ul style="list-style-type: none"> We follow instructions the first time. We use whole-body listening. We are polite and use appropriate language. We treat the property of the school and others with respect. 	<ul style="list-style-type: none"> We take responsibility for our own behaviour. We behave sensibly and appropriately. We persist when things get challenging. We keep toilets, sinks and floors clear of mess. 	<ul style="list-style-type: none"> We are aware of personal space and keep our hands, feet and objects to ourselves. We enter and exit school grounds calmly, quietly and sensibly. We line up calmly, quietly and sensibly. We walk around the school with care and consideration for others. 	<ul style="list-style-type: none"> We wear our school uniform with pride. We recycle and put rubbish in the bin. We sit and eat in our own areas. We set goals and strive to achieve them.
<p>Learning Areas</p>	<ul style="list-style-type: none"> We raise our hands to speak. We use inside voices. We keep our bags and belongings organised and tidy outside our classrooms. 	<ul style="list-style-type: none"> We actively participate in all lessons and aim for unison during Warm Ups. We complete all work neatly and to a high standard. 	<ul style="list-style-type: none"> We enter and exit the classroom with permission calmly, quietly and sensibly. We use technology and equipment safely and appropriately. 	<ul style="list-style-type: none"> We start work promptly and complete all tasks to the best of our ability. We keep our personal space and belongings organised and tidy.
<p>Play Areas</p>	<ul style="list-style-type: none"> We cooperate and share with others. 	<ul style="list-style-type: none"> We play in our own areas. 	<ul style="list-style-type: none"> We always wear a hat outside. We sit outside our classrooms during wet weather. 	<ul style="list-style-type: none"> We return to class promptly after breaks ready to learn. We display good sportsmanship.



South Lake PS PBS Acknowledgement Systems 2024

Free and Frequent	Turtle Tokens	Students receive Turtle Tokens when demonstrating SLPS expected behaviours.
Individual	Weekly Top 10 Leader Board	The Student from each class with the most Turtle Tokens will be recorded on the Top 10 Leader Board.
	Milestone Certificates/Wristbands	As students reach certain milestones of Turtle Tokens, they will receive a wristband at 100, 200, 300 ,400 & 500 Turtle Tokens
	Turtle Token Raffle	At the weekly PBS assembly, two students from each block are drawn out to win a \$4 Canteen Voucher. Two other students from each block may receive free dress, computer or ipad time, free play or a class movie (week 10 each term.)
	Improved Attendance	Students showing improved attendance will receive an Improved attendance wristband (nominated by staff and admin)
	100% Attendance	Students showing 100% attendance in a term to receive an Awesome Attendance wristband.
	Clubs	Each Thursday afternoon, all students demonstrating SLPS expected behaviours will participate in group activities run by staff. (A Block students)
	End of Term Pizza Party	At the end of term, the students on the Top 10 Leader Board attend a Pizza Party lunch.
	End of Year Class Party	At the end of the year, all students demonstrating SLPS expected behaviours will be given a Class Party. Class teachers will organise the details of their parties with their students.
Faction	End of Term Icy Poles	At the end of term, students in the faction with the highest number of Turtle Tokens will receive an icy pole (faction points reset each term).
Classroom	Turtle Token Class Party	At the end of term, the class with the highest number of Turtle Tokens will be given a Class Party and Free Dress. Food will be provided by the canteen (e.g. sausage sizzle, pies, sausage rolls etc.).
	Attendance Award	At the weekly PBS assembly, an Attendance Award will be presented to a class with the highest attendance for the previous week.

South Lake PS

Teacher Request for Assistance -Behaviour



Student Name: _____ Year: _____ Class: _____

Referring Teacher: _____ Date of Referral: _____

Referral Process *(please check all boxes)*

- Refer to Student Assessment File and previous class teacher – If needed discuss with parents
- Student placed on SLPS Identification Grid
- Class teacher completes SLPS ABC document.
- Complete a **Teacher Request for Assistance Form- Behaviour** and refer to PBS committee (with supporting documentation)

Describe general problem or a specific issue and support required:

Background Information:

- | | | |
|---|---|---|
| <input type="checkbox"/> Medical | <input type="checkbox"/> Occupational Therapy | <input type="checkbox"/> Other Support Agencies |
| <input type="checkbox"/> Psych Involvement | <input type="checkbox"/> Home Factors | <input type="checkbox"/> Chaplain Involvement |
| <input type="checkbox"/> Physical Environment | <input type="checkbox"/> Paediatrician | <input type="checkbox"/> AEIO Involvement |
| | | <input type="checkbox"/> Other _____ |

Please Describe:

Do you believe that their behaviour is impacted by academic ability?	<input type="checkbox"/> Yes
	<input type="checkbox"/> No
	<input type="checkbox"/> Unsure

Attached supporting documents (Compass, Documented Plans etc.)

PBS Committee:

Date Actioned: _____

- School Psychologist support recommended.
- SSEN:D Referral recommended (Leigh)
- SSEN:B Referral recommended (Dean)

Notes:

Student Name _____ Student Year _____ Observing Teacher _____ Date Completed _____		
Instructions: Highlight the antecedent (trigger), behaviour and consequences of concern. If there is more than one behaviour /incident, use a different colour for each behaviour. If unsure, refer to the example on page 2.		
Antecedent (trigger) <i>What has happened immediately before the behaviour occurred?</i>	Behaviour <i>Describe the behaviour in specific and measurable terms.</i>	Consequences <i>What happened after?</i>
<input type="checkbox"/> Given direction/task/activity <input type="checkbox"/> Asked to wait <input type="checkbox"/> New task/activity <input type="checkbox"/> Difficult task/activity <input type="checkbox"/> Preferred activity interrupted <input type="checkbox"/> Activity/Item denied (told "no") <input type="checkbox"/> Loud, noisy environment <input type="checkbox"/> Given assistance/correction <input type="checkbox"/> Transition between locations/activities <input type="checkbox"/> Attention given to others <input type="checkbox"/> Presence of specific person <input type="checkbox"/> Nothing ("out of the blue") <input type="checkbox"/> Attention not given when wanted <input type="checkbox"/> Left alone (no individual attention) <input type="checkbox"/> Left alone (no appropriate activity) <input type="checkbox"/> Lack of connection (staff member) <input type="checkbox"/> Conflict with peer <input type="checkbox"/> Perceived injustice <input type="checkbox"/> Other _____	<input type="checkbox"/> Refusing to follow directions <input type="checkbox"/> Making verbal threats <input type="checkbox"/> Disrupting class (describe) <input type="checkbox"/> Crying/whining <input type="checkbox"/> Screaming/yelling <input type="checkbox"/> Scratching <input type="checkbox"/> Biting <input type="checkbox"/> Spitting <input type="checkbox"/> Kicking <input type="checkbox"/> Flopping <input type="checkbox"/> Running away/bolting <input type="checkbox"/> Destroying property <input type="checkbox"/> Flipping furniture <input type="checkbox"/> Hitting self <input type="checkbox"/> Hitting others <input type="checkbox"/> Verbal refusal <input type="checkbox"/> Other _____	<input type="checkbox"/> Physical assist/prompt <input type="checkbox"/> Ignored problem behaviour <input type="checkbox"/> Kept demand on <input type="checkbox"/> Used proximity control <input type="checkbox"/> Verbal reprimand <input type="checkbox"/> Removed from activity/location <input type="checkbox"/> Given another task/activity <input type="checkbox"/> Interrupted/blocked and redirected <input type="checkbox"/> Left alone <input type="checkbox"/> Isolated within class <input type="checkbox"/> Loss of privilege <input type="checkbox"/> Calming/soothing <input type="checkbox"/> Verbal/physical/both <input type="checkbox"/> Physically restrained <input type="checkbox"/> Peer remarks/laughter <input type="checkbox"/> Time-out (duration) _____ <input type="checkbox"/> Other _____
How often do you estimate the behaviour is happening? _____ Is there a time of day that it happens more regularly? _____		How long did it last? _____ How long did the consequence last? _____

Student Name <u>Example Child</u> Student Year _____ Observing Teacher <u>MISS HELP</u> Date Completed _____		
Instructions: Highlight the antecedent, behaviour and consequences of concern. If there is more than one behaviour /incident, use a different colour for each behaviour. If unsure, refer to the example.		
Antecedent	Behaviour	Consequences
What has happened immediately before the behaviour occurred? <input type="checkbox"/> Given direction/task/activity <input type="checkbox"/> Asked to wait <input checked="" type="checkbox"/> New task/activity <input type="checkbox"/> Difficult task/activity <input type="checkbox"/> Preferred activity interrupted <input type="checkbox"/> Activity/Item denied (told "no") <input type="checkbox"/> Loud, noisy environment <input type="checkbox"/> Given assistance/correction <input checked="" type="checkbox"/> Transition between locations/activities <input type="checkbox"/> Attention given to others <input type="checkbox"/> Presence of specific person <input type="checkbox"/> Nothing ("out of the blue") <input type="checkbox"/> Attention not given when wanted <input type="checkbox"/> Left alone (no individual attention) <input type="checkbox"/> Left alone (no appropriate activity) <input type="checkbox"/> Other _____	Describe the behaviour in specific and measurable terms. <input type="checkbox"/> Refusing to follow directions <input type="checkbox"/> Making verbal threats <input type="checkbox"/> Disrupting class (describe) <input type="checkbox"/> Crying/whining <input type="checkbox"/> Screaming/yelling <input type="checkbox"/> Scratching <input checked="" type="checkbox"/> Biting <input type="checkbox"/> Spitting <input type="checkbox"/> Kicking <input checked="" type="checkbox"/> Flopping <input checked="" type="checkbox"/> Running away/bolting <input type="checkbox"/> Destroying property <input type="checkbox"/> Flipping furniture <input type="checkbox"/> Hitting self <input type="checkbox"/> Hitting others <input type="checkbox"/> Verbal refusal <input type="checkbox"/> Other _____	What happened after? <input type="checkbox"/> Physical assist/prompt <input checked="" type="checkbox"/> Ignored problem behaviour <input type="checkbox"/> Kept demand on <input type="checkbox"/> Used proximity control <input checked="" type="checkbox"/> Verbal reprimand <input type="checkbox"/> Removed from activity/location <input type="checkbox"/> Given another task/activity <input type="checkbox"/> Interrupted/blocked and redirected <input type="checkbox"/> Left alone <input type="checkbox"/> Isolated within class <input type="checkbox"/> Loss of privilege <input type="checkbox"/> Calming/soothing <input type="checkbox"/> Verbal/physical/both <input type="checkbox"/> Physically restrained <input type="checkbox"/> Peer remarks/laughter <input type="checkbox"/> Time-out (duration) _____ <input type="checkbox"/> Other _____
DURATION: _____	DURATION: _____	DURATION: _____



South Lake PS Behaviour Referral Process

Calm – Consistent – Brief – Immediate – Respectful – Private

Classroom Environment and Relationships with Students

At South Lake PS we hold high behavioural expectations for all students, focus on individual student progress and have a collective responsibility for encouraging expected behaviours. We understand all behaviour is learned and view them as skills. When a skill deficit exists, we teach the appropriate skill – an expected behaviour. We create safe opportunities for students to practice learned skills and frequently reinforce positive behaviours at a minimum of four positives to every one negative (4:1). Research evidences that building positive learning environments and strong relationships with students is fundamental in maximising student learning, academic achievement, improved attendance and positive behavioural outcomes. We intentionally create orderly learning environments that are safe, positive and inclusive, and actively seek opportunities to win over students, ensuring they feel known, safe, heard, respected, cared for and connected to the school. All staff recognise that behaviour serves a purpose and is a form of communication. Through clear PBS processes in addition to a consistent, shared language, we are proactive in preventing and responding to behaviour. All staff implement a range of Low Key Skills, take opportunities to formally and informally teach expected behaviours. Staff deliver inclusive, engaging lessons that create accountability and maximise success for all students.

