

Behaviour Support Policy

Hilton Primary School

The development of appropriate and acceptable behaviour is a staff, parent and student concern. Its success is based upon mutual respect between all stakeholders.

1. Background

As per Department Of Education Student Behaviour in Schools Policy -
Department of Education schools provide every student with the educational support the student needs to learn and maintain positive behaviour.

As per Department Of Education Student Behaviour in Schools Procedures -

- 3.1 - Document a plan for whole school positive student behaviour support.
- 3.2 - Implement the whole school plan for positive student behaviour support.
- 3.3 - Provide individual student behaviour support where the need is identified

2. Our Policy

At Hilton Primary School students and staff recognise that everyone has a right to feel valued and be safe and in this regard, understand their rights and obligations and show Courtesy, Consideration and Co-operation.

Students need to learn to satisfy their needs in ways that respect the rights of others and realise that as individuals they are courteous, considerate and cooperative with all of their own actions. Part of the learning process is, in fact, learning how to make courteous and considerate decisions within the expectations of our society.

Students need to understand that they are responsible for their own behaviour.

At all times the focus needs to be on the behaviour and not the student.

In keeping with the right of all students to feel valued and safe, Hilton Primary will have a "no-tolerance" policy to bullying in its variety of forms.

Hilton Primary School will develop and explicitly teach three expectations with associated behaviours to all students. These expectations will be modelled by Hilton Staff. They are:

Courtesy, Consideration and Co-Operation

Hilton Primary School aims for consistency in the application of the Supporting Student Behaviour. It will, however, be responsive to the needs of each child. Some flexibility for the nature of each specific circumstance must be considered.

2. Aim

Hilton Primary School aims to:

- 2.1 Create an environment where the rights and associated responsibilities of all are upheld at all times so that the staff can teach and students can learn.
- 2.2 Provide guidelines for staff on procedures to follow in the management of expected and unproductive behaviour.
- 2.3 Assist the students to become responsible members of our society through the development of self-esteem and self-regulation as part of a lifelong learning process that is underpinned by our Positive Behaviour Support (PBS) program.
- 2.4 Provide parents with advice/information to assist in guiding their children to become responsible members of society.
- 2.5 Consequences for unproductive behaviour will be educative and appropriate so that students are encouraged to recognise and respect the rights of others; and
- 2.6 Establish an understanding so that conflicts can be resolved in a positive non-violent manner.

3. Implementation

- 3.1 The Principal, along with all other staff members, has the responsibility of implementing this policy. It will be the Principal's task to ensure that the BMIS policy and procedures are outlined to the staff early in the school year.
- 3.2 Teachers are trained in Classroom Management Strategies (CMS) to reduce the escalation of unproductive behaviours.
- 3.3 Teachers are to implement, explicitly teach and model PBS procedures and expected behaviours.
- 3.4 Teachers will have access to a prepared lesson plans to assist with the explicit instruction and modelling of expectations and their associated behaviours.
- 3.5 Hilton PS Deputy and/or Principal will be consulted to assist staff in investigating major, repeated unproductive behaviours (Tier 3 behaviours).
- 3.6 All minor and major unproductive behaviours will be managed in accordance with HPS PBS procedures. (Refer to flowchart)

These core expectations are an integral part of all class and school activities:

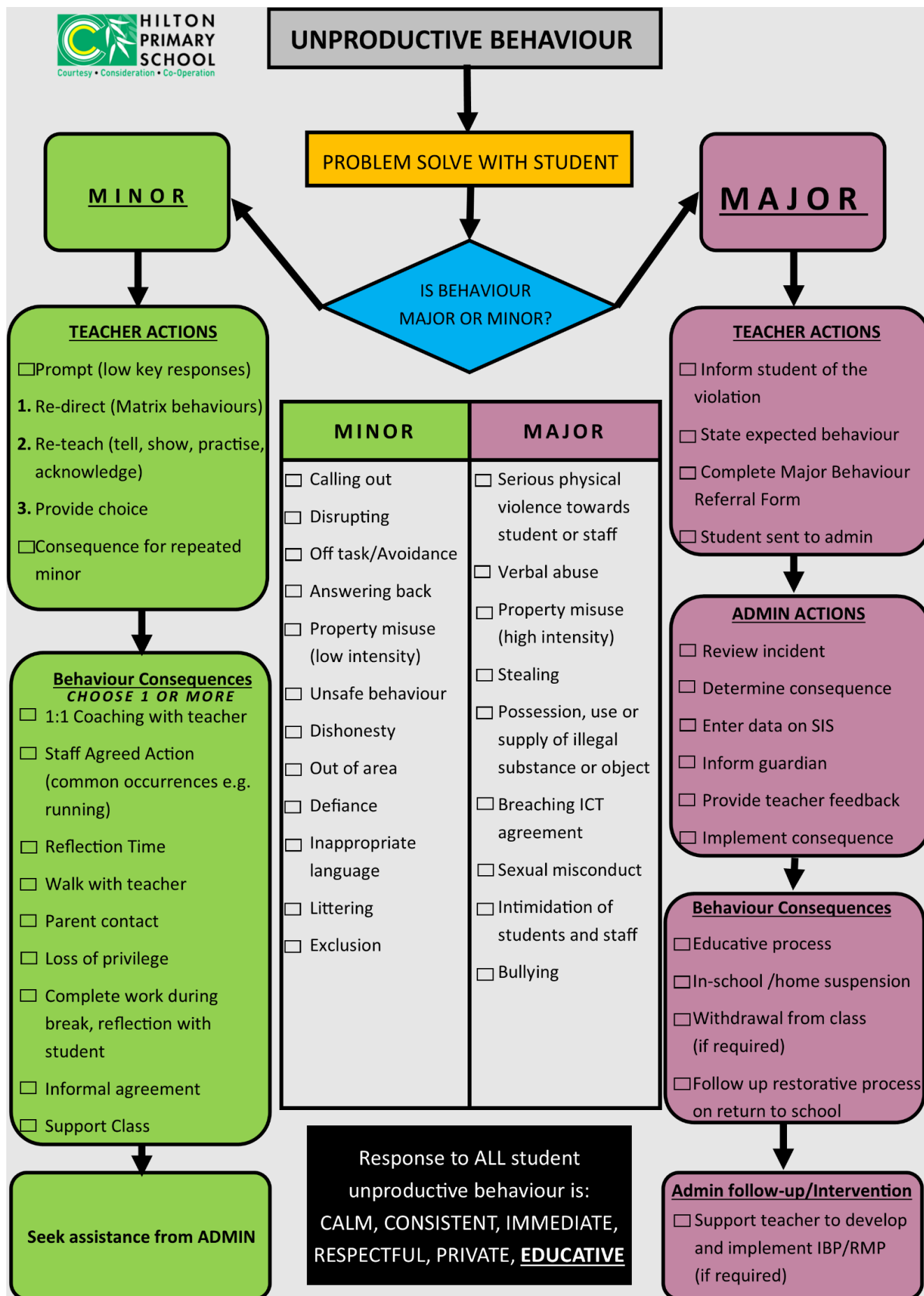
- At Hilton we show Courtesy when we...
- At Hilton we show Consideration when we...
- At Hilton we show Co-Operation when we...

Matrix of associated behaviours

We acknowledge that everyone has the right to be happy and treated fairly. We will achieve this through the following School Expectations and associated behaviours:

HPBS Expectations Matrix

	COURTESY Respect/Kindness	CONSIDERATION Inclusivity/ Sustainability	CO-OPERATION Listening/ Trying
LEARNING AREAS	<i>We show courtesy when we:</i> <ul style="list-style-type: none"> -Speak respectfully. -Show active, whole body listening. -Raise our hand to speak. -Use manners. -Take care of equipment. -Take responsibility for our actions. 	<i>We show consideration when we:</i> <ul style="list-style-type: none"> -Encourage others. -Adjust our volume. -Help others. -Are kind. -Allow others to learn. 	<i>We show cooperation when we:</i> <ul style="list-style-type: none"> -Follow instructions. -Compromise and negotiate. -Work together. -Stay with our class. -Are ready to learn. -Have a go. -Bounce back
AROUND THE SCHOOL	<ul style="list-style-type: none"> -Walk quietly. -Greet people. -Knock on doors and wait to be invited in. 	<ul style="list-style-type: none"> -Provide personal space. -Put rubbish in the bin. -Include others. -Show awareness of others. -Move safely. 	<ul style="list-style-type: none"> -Walk our bikes and scooters -Are polite.
PLAY AREAS	<ul style="list-style-type: none"> -Keep our hands and feet to ourselves. -Sit to eat 	<ul style="list-style-type: none"> -Share with others. -Play safely. -Invite others to play. 	<ul style="list-style-type: none"> -Show patience. -Play fairly. -Wear our hats.
DIGITAL CITIZEN	<ul style="list-style-type: none"> -Show respect to others online 	<ul style="list-style-type: none"> -Report inappropriate behaviour 	<ul style="list-style-type: none"> -Maintain a positive digital footprint



APPENDIX 1

Guidelines for Reflection and In School Suspension **Reflection or Withdrawal?**

The placement of students in reflection will be authorized by the Principal or the Deputy Principal as one of a number of available educative and behaviour management measures, as well as counselling **students who display** with unproductive behaviour.

Details of a student's unproductive behaviour will be documented. Details of behaviour will be entered in the school's SIS.

Classroom teachers where possible are responsible for ensuring that pupils **who** have received In School Suspension, are provided with an adequate amount of work. Work is to be from the pupil's **usual** learning programme at a level that the pupil can carry out without explanation or assistance from the supervising teacher.

Pupils in reflection will be under the general supervision of an Administrator. Supervisors are responsible for ensuring that pupils in reflection are safe. The Supervising Administrator will interact with pupils with polite detachment. **This interaction will include** granting the pupil permission to leave the room for toileting purposes.

Administration **staff** will notify parents/guardians of **withdrawal** and either request a meeting to discuss the matter (or via a phone call) with the Administrator **involved**.

Pupils who are absent from school during their period of **withdrawal** will complete the requirements on their return to school.

Suspension and exclusion will occur under the guidelines of the DOE Behaviour Management Policy.

APPENDIX 2

Rights and Responsibilities

<i>Students have the RIGHT to:</i>	<i>Students have the RESPONSIBILITY to:</i>
<ul style="list-style-type: none"> • learn in a purposeful and supportive environment; • work and play in a safe, secure, friendly and clean environment; • respect, courtesy and honesty. 	<ul style="list-style-type: none"> • ensure their behaviour is not disruptive to the learning of others; • ensure that the school environment is kept neat, tidy and secure; • ensure that they are punctual, polite prepared and display a positive manner; • behave in a way that protects the safety and wellbeing of others.
<i>Staff have the RIGHT to:</i>	<i>Staff have the RESPONSIBILITY to:</i>
<ul style="list-style-type: none"> • work and teach in a safe, secure, friendly and clean environment; • be shown respect, courtesy and honesty; • work in a purposeful and supportive environment. 	<ul style="list-style-type: none"> • model respectful, courteous and honest behaviour; • ensure that the school environment is kept neat, tidy and secure; • establish positive relationships with students, parent and other staff; • ensure good organisation and planning; • report student progress to parents; • communicate school policy and procedures to the students and parents.

<i>Parents have the RIGHT to:</i>	<i>Parents have the RESPONSIBILITY to:</i>
<ul style="list-style-type: none"> • be informed of course and curriculum material, behaviour support procedures, and decisions affecting their child's health and welfare; • be informed of their child's progress; • access a meaningful and adequate education for their child; • be heard in an appropriate forum on matters related to the rights of their child to an appropriate education. 	<ul style="list-style-type: none"> • ensure that their child attends school regularly; • ensure the physical and emotional condition of their child is at an optimum for effective learning; • ensure that their child is provided with appropriate materials to make effective use of the learning environment; • model respectful, courteous and honest behaviour while at school; • support the school in providing a meaningful and adequate education for their children.

APPENDIX 3

Hilton Primary School Guidelines for Playground Management and Supervision

Yrs. 1 – 6 are allowed to play in most areas, except the Kindy & Pre Primary area. Please refer to Play Area Map. Students from Year 2-6 are allowed on the oval. The Nature Play areas have additional guidelines when students are engaging with that space.



Specific guidelines to assist Duty Teachers with playground management and supervision are:

- Pre Primary/Kindy students play in their own play area.
- Students are not to share food due to food allergies.
- Students in Year 1- 3 can play in Areas 1 & 2
- Students in Year 2 – 6 can also play in Area 3,

Areas, which are out of bounds to all children at playtime, include:

1. The staff carpark/driveway and surrounding bush area.
2. The Top Court outside the Pre Primary building
3. **South** Side of the Art and Music Block
4. In front of the Library
5. Between the oval fence and side of the library/back of undercover area
6. Verandah space (Rooms 1-3)
7. Front court and verandah space (Rooms 7-9)

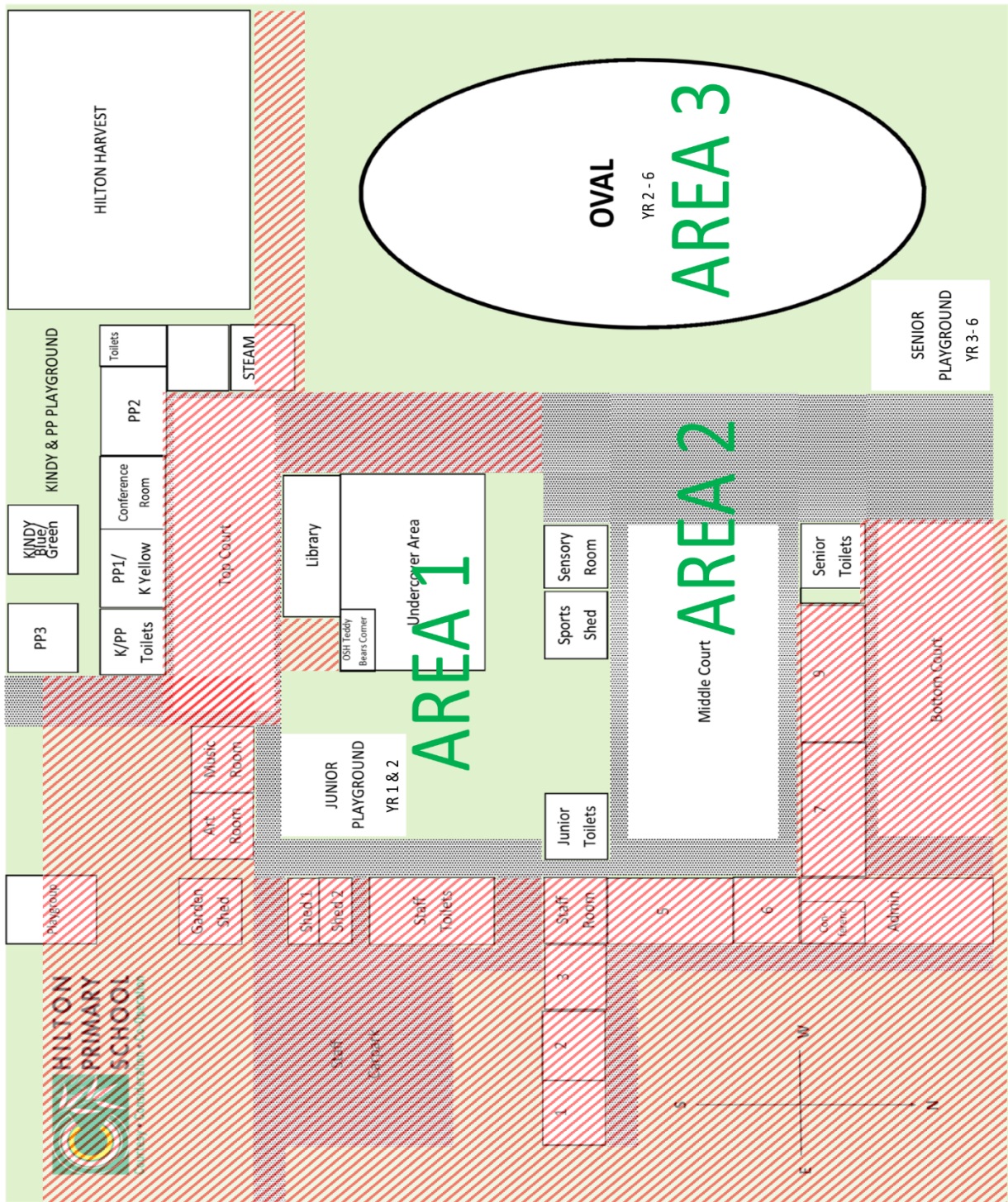
BEFORE SCHOOL

- Students arriving at school before 8:15am must stay in the middle court area till 8.30am.

SIRENS

When the first siren sounds at end of lunch, children are to leave play area to get a drink and go to the toilet. When the second siren sounds, children are to line up quietly outside classrooms. School siren means line up outside classrooms and wait **quietly** for the class teacher. There is only one siren after recess, this signals for students to return back to class.

PLAY AREA MAP



APPENDIX 4

DEFINITIONS OF BULLYING

1. Physical

This includes repetitive low level hitting, kicking, pinching, pushing, tripping, "ganging up", unwanted physical or sexual touching and damage or interference to personal property. High levels of physical assault may be defined as violence.

2. Psychological

This includes repeated stalking, threats or implied threats, unwanted emails or text messaging, abusive websites, threatening gestures, manipulation, emotional blackmail and threats to an individual's reputation and sense of safety.

3. Relational

This 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 others' personal information.

4. Verbal

This involves the repeated use of words to hurt or humiliate another individual or group, verbal bullying includes put-downs, insulting language, name calling, swearing, nasty notes and homophobic, racist or sexist comments.

TERMINOLOGY	DEFINITION
MINOR	
Unsafe behaviour	<ul style="list-style-type: none"> - Student engages in non-serious, but inappropriate physical contact, with playful intent. - Student engages in behaviour that may cause harm to himself or others in a non-threatening manner.
Inappropriate language (not directed to a person)	- Student engages in low-intensity instances of inappropriate or unkind language. (E.g. What the ____, bloody, crap, fricken, shut up, sucks)
Property misuse (low intensity)	- Student intentionally causes minor damage or misuses property. E.g. breaks a ruler
MAJOR	
Verbal abuse (Intent to hurt)	- Repeated verbal messages that include swearing, name calling or use of words in an inappropriate way (verbal comments regarding race, religion, gender, ethnicity, appearance or disability) particularly directed at an adult or student.
Stealing	- Deliberate action to take and claim an object that doesn't belong to them.
Sexual misconduct	- Any action or use of an object that would be deemed as sexual in nature.
Bullying	- Persistent verbal and/or physical intimidation and/or abuse
Property misuse (high intensity)	- Substantial destruction and/or disfigurement of property. E.g. ripping pages out of library book.
Intimidation of students and staff	- Physical or verbal threats.

Good Standing Policy Hilton Primary

"Every child's learning is nurtured everyday"

Updated as of Term 1 2023

Rationale

Rationale In early 2019, a directive was published by the Minister for Education on school violence, 'Let's Make a Stand Together'. This required public schools take action with students who fight, photograph or video any violent actions and/or share them with any media or social media platforms. All public schools are also required to suspend/exclude students who fight or make intentional physical contact with other students or staff or disrupt the good order that is expected in public schools. The development of a Good Standing Policy is a mandatory requirement for all public schools in response to the increasing incidents of violence in schools. This policy adheres to the Department of Education (WA) 2019 directive issued under section 232 of the School Education Act 1999 by the Director General.

Definition

Good Standing is the right of an individual to fully participate in the school's extracurricular program via incursions and excursions. It should not be assumed that students are entitled to attend an offsite activity or extracurricular activities. All students at Hilton Primary School commence the school year with and retain Good Standing while exhibiting behaviours that align with the school values and expectations.

At Hilton Primary School, the Good Standing Policy supports our values of Courtesy, Cooperation, and Consideration by acknowledging and rewarding exemplary behaviour, positive work ethic and dress-code adherence. Hilton Primary School is a Positive Behaviour Support (PBS) school, we are focussed on improving student academic and behaviour outcomes by ensuring all students have access to the most effective and accurately implemented instructional and behavioural practices and interventions possible.

Purpose

The purpose of Good Standing is to:

- Reward students who display positive behaviour.
- Provide motivation to all students to demonstrate positive behaviour.
- Provide staff with a tool to promote a positive learning environment

Responsibilities for maintain Good Standing

School

- All teachers will inform students about Good Standing and encourage them to maintain their Good Standing.
- Teachers will encourage students to follow the schools Positive Behaviour Matrix and PBS Plan. Students are also informed on how they can retain the Good Standing.
- The PBS team will work with all staff in developing strategies to encourage students to maintain their Good Standing.
- Administration staff will maintain a record of students without Good Standing and inform staff and students.

Staff

- Consistently apply the school's Positive Behaviour Matrix and Behaviour Development & Management Plan.
- Establish, in consultation with students, the classroom expectations and utilise the Positive Behaviour Matrix.
- Teach and model expected and unexpected behaviours.
- Notify parents of students who are at risk of losing their Good Standing.
- Acknowledge student following the school expectations

Student

- Comply with the school and classroom expectations.
- Meet the expectations of the Positive Behaviour Matrix.
- Where applicable, comply with negotiated documented planning. (IBP)

It is the responsibility of each student to maintain their 'Good Standing' to be included in extracurricular activities including before and after school programs, excursions, incursions, sporting events held during school hours and social events held at school.

Parent

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Students can lose good standing for

- For three withdrawals to Buddy Class in a week
- For three office withdrawals in a week
- For one suspension.

Students can be withdrawn for the following reasons

- Not following the PBS matrix
- Misusing technology
- Verbal abuse of staff or students
- Non-compliant behaviour

Students can be suspended for the following reasons

- Fighting - causing injury
- Bullying
- Swearing - offensive
- Breach of school rules, established protocols
- Insolence
- Stealing
- Damaging property (wilfully)
- Moving out of school grounds

Consequences for losing good standing

- Students will not be eligible for participating in excursions such as participating in interschool sporting events
- Student leaders who lose their good standing may lose their leadership role
- Students will not be eligible for merit certificates
- Students will not be eligible for classroom rewards
- Students will not be eligible for social events such as discos
- Students will not be eligible to come onto school site for out of hour events
- Year 6 students will not be eligible for graduation

Regaining good standing

- All students will regain 'Good Standing' at the end of the 5-week period.
- Students' leaders who have lost good standing more than once will lose their leadership role.

Individual Difference

One size does not fit all. Positive behaviour is learnt, and consideration needs to be given to the individual needs of students. The Good Standing Policy is provided to maintain consistency in our decision-making processes. It is important to note that if: -

1. there are extenuating circumstances that have resulted in the negative behaviours
2. a student has special needs and / or



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3. there was a significant period of positive behaviour since the previous negative behaviour then, these factors will be taken into account and any decision to withdraw or maintain Good Standing, will be at the discretion of the Principal.

As a part of the Hilton Primary School Behaviour Management Policy, Good Standing was endorsed by the Hilton Primary School Board on

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