



Bicton Primary School

Whole School Positive Student Behaviour Support Plan





Our Bicton VISION

*To nurture,
inspire and
achieve success*



RESPECT

We treat ourselves, our peers, our community and our environment with respect

INTEGRITY

We are committed to acting openly, honestly and ethically

LEARNING

We challenge our students to be creative, positive and independent thinkers who strive to reach their full potential

WORKING TOGETHER

We work together to achieve and share success

RESILIENCE

We nurture our students' social and emotional skills so that they can be confident in themselves and their decisions

HAPPINESS

We create an environment where our students enjoy learning and can have fun

RESPONSIBILITY

We take responsibility for our decisions, our actions and their consequences

Our Bicton MISSION

Bicton Primary School exists to develop our children to be creative, positive and independent people. We aim for personal excellence based on recognition of individual differences, supported by a positive learning

environment of developmentally appropriate instruction. Our school promotes a respectful, nurturing, and supportive environment. Each student's self-esteem is fostered by positive relationships with

students and staff. We strive to have our parents, teachers, and community members actively involved in our school life.

By promoting high standards and expectations we all share the responsibility for achieving the school vision.



Together we learn, Together we grow

BICTON PRIMARY SCHOOL

POSITIVE BEHAVIOUR SUPPORT PLAN

PURPOSE

We want to maintain a culture in the school where students are actively engaged in the curriculum and are provided with interesting ways to learn; where they feel cared for by school staff and develop a sense of belonging to the school; and where teachers know them well, build on their strengths and encourage them to persist with tasks until they succeed.

To achieve our purpose we:

- create a safe and happy learning environment
- foster respect for individual differences
- are reflective of, and responsible for our own behaviour
- recognise the rights and responsibilities of all members of the school community
- co-operate with one another
- care for one another.

GUIDING PRINCIPLES

To implement the whole school plan for positive student behaviour support we:

- make the best interests of the child a primary consideration;
- consider the safety and wellbeing of all school staff and all other members of the school community;
- maintain a positive school approach and the good order of the school;
- incorporate personalised adjustments based on student need;
- maintain cohesion of behaviour support for students across contexts and teachers;
- build consistency in behaviour support in and out of school, through liaison with parent(s) and community;
- are culturally, developmentally and psychologically appropriate;
- support the growth of self-regulation and peer regulation and reduce the need for adult intervention;
- use the least restrictive alternative that will prevent or de-escalate student conduct or emotional states that risk harm to self or others;
- take into account the agreed behaviour interventions or therapies provided by external practitioners or agencies;
- respond to the assessment of school behaviour data; and
- comply with the requirements detailed in the Positive Behaviour website.

SCHOOL EXPECTATIONS

Our students have the responsibility to demonstrate communication and co-operative skills that contribute to interpersonal and group interactions by displaying appropriate:

- Safety
- Responsibility
- Respect
- Honesty
- Tolerance

- Self-management
- Friendship
- Cooperation

Our staff have the responsibility to:

- model respectful, courteous and honest behaviour;
- establish positive relationships with students and parents;
- ensure good organisation and planning that reflects the needs of the students;
- encourage and involve parents in the educational process;
- inform parents of their child's progress and behaviour;
- provide individual student behaviour support where the need is identified

Our parents have the responsibility to:

- ensure that their child attends school;
- support the school to maintain a positive and productive learning and teaching environment for all students;
- model respectful, courteous and honest behaviour;
- ensure that the school is informed of any conditions that may affect their child's learning:
- ensure that their child is provided with appropriate materials to make effective use of the learning environment;
- support the school in managing their child's behaviour so effective learning can take place for all students.

CLASSROOM EXPECTATIONS

Each teacher will, at the commencement of each school year, develop a classroom expectations in consultation with the whole school plan for positive student behaviour. The classroom expectations will be discussed regularly with the students. Verbal or visual prompts will be used to assist students with monitoring their own behaviour.

Six Step Responsible Behaviour Support Plan for Classrooms

To be used in conjunction with the teachers specific classroom behaviour support plan.

Step 1

Praise/Reminder of Rule/Proximity

Where a student is misbehaving, praise at least one other student, who is in close proximity. Praise the misbehaving student immediately they do something appropriate. Refer to class developed code of behaviour. Position yourself closely to the student who has misbehaved or is misbehaving.

Step 2

Warning

According to established classroom management procedure

Step 3

Loss of Privilege

If misbehaviour continues the student will lose a privilege eg. Games, special activities. Class privileges are established within the classroom code of behaviour.

Step 4

Time Out

Completed in the student's classroom with work.

Step 5

Time out in Buddy Class

Disruptive student placed in buddy classroom with work, parents contacted and misbehaviour recorded on Integris.

Recommend the buddy class to be at least 2 years apart

The verandah is not to be used for these infringements.

Step 6

Administration

Counselling, misbehaviour recorded on Integris, class work completed, reflection sheet, parent to be contact, possible meeting.

Consequences determined

Severe Clause

Student is sent straight to step 6. Teacher and Admin to manage the debrief of affected students and the class, inform parents of the severe incident to reduce rumour and follow up with protective behaviours, bystander information (see bullying policy) and possible counselling as required.

Further support for students:

- Informal/formal contact with parents to inform the personalised behaviour support plan
- Enlist support from other staff eg School Psychologist, School Chaplain, Deputy Principal
- Case conference with teacher, parents, administration
- Individual student behaviour support plans to be implemented where the need is identified
- Monitoring student whose behaviour needs are not adequately met by the whole school support plan
- Referral to school psychologist or school chaplain
- Withdrawal or suspension-in school/out of school

PLAYGROUND EXPECTATIONS

PLAYGROUND CONSEQUENCES

LEVEL	ACTION
<p>Level 1 Minor behaviours which need correction Minor behaviours are those that:</p> <ul style="list-style-type: none">• do not seriously harm others or cause staff to suspect that the student may be harmed• do not violate the rights of others in any other serious way• are not part of a pattern of problem behaviours	<p>Verbal warning When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations. It may involve an apology</p>
<p>Level 2 Behaviours/actions that cause a degree of risk to themselves or others</p> <ol style="list-style-type: none">1. playing out of area, running on the verandah or on bitumen & pathways:2. no hat.	<p>Time out required under tree or walks with duty teacher</p> <p>No hat no play. Contact parents if repeated</p>
<p>Level 3 More serious breaches of behaviour Major behaviours are those that:</p> <ul style="list-style-type: none">• significantly violate the rights of others• put others / self at risk of harm• may require the involvement of school Administration.	<p>Student sent to verandah for detention or administration. Recorded on Integriss, parent contacted</p>

RIGHTS AND RESPONSIBILITIES

RIGHTS

- to be safe
- to be respected and valued
- to be heard
- to learn in a caring, supportive, positive environment
- to be happy
- to a learning environment that respects the individual
- to be able to achieve to their potential.

RESPONSIBILITIES

- to listen to others
- to provide and maintain a safe school environment
- engage in safe practice
- to value others
- to model caring, supportive, positive behaviour
- to accept your role as a full participant in the learning process
- to be prepared
- to report unsafe practice and/or hazards
- to respect the rights and property of others
- to respect and be tolerant of individuality and difference
- to allow others to learn.

BUILDING ON A POSITIVE CULTURE

WHOLE SCHOOL

- Values tokens. Drawn at assembly for prize
- Merit certificates
- Art/Music awards
- Birthday announcements PA and assembly
- Special events
- Aussie of the Month
- Free play session for faction with most values tokens
- Newsletter, commendation letter, thank you card acknowledgements
- Displays around school
- Free dress days

CLASSROOM

- Encouragement and praise
- Stickers and stamps
- Prizes
- Group/individual point systems
- Class raffles, lucky dip
- Students sent to admin for good work and behaviour

- Free time
- Special activities
- Personality of the week
- Special helpers
- Good behaviour cards and coupons

OUTSIDE RULES

Play ground areas announced daily on the PA

Eating areas recess; around the tree, junior block, assembly area and lunch;
assembly area, junior block and around tree

Walking areas –pathways and bitumen unless in a game (not chasey)

Before 8:30am-sit on verandah no equipment

Other

Specific operational planning is contained in the teacher SOPP file

This plan to be reviewed and updated annually at the mid-year review



Code of Conduct
at
Bicton Primary School

We play so that everyone is Safe.
We speak so that everyone is Happy.
We consider other people's feelings.
We use the playground safely.
We eat politely while we are seated.
We respect our teachers.

We are only in the
Classrooms or Library
when the teacher is there also.

We make sure our school is a
Safe and Happy
place for everyone.