

# Tuart Hill Primary School Student Engagement Plan

## Whole School Positive Student Behaviour Support

Linked to DoE Student Behaviour Policy effective 17 July 2023, v3.0

Reviewed, updated, and aligning THPS Positive Behaviour Support program: October 2023



The Tuart Hill Primary School Positive Behaviour Support Team will guide the whole school community to develop a common understanding of expected behaviours and how to explicitly teach and reinforce these through positive interactions.

This will create a community that works together to promote:

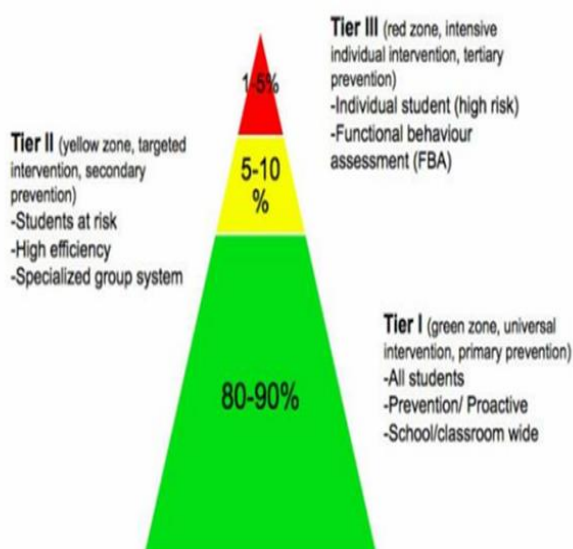
- EXcellence
- Care
- Equity and
- Learning

**Positive Behaviour Support (PBS)** is a positive school-wide approach to behaviour management. It builds on and integrates a range of existing strategies to improve behaviour, learning and safety. It is a proactive approach whereby expected behaviours are explicitly taught, allowing students to make better choices. PBS views inappropriate behaviour in the same manner that problems in reading or mathematics are viewed ... as a skill deficit. When a skill deficit exists, we must teach the appropriate skill. PBS is an evidence-based approach which focuses on early intervention and emphasises self-discipline.

**The purpose of PBS** is to support the school vision and encourage ownership from the whole school community to develop:

- A positive, respectful culture, which supports a safe learning community
- A common, shared language to encourage expected behaviour, that is explicitly taught and monitored
- Clear expectations and a consistent approach to support achievable goals valued by the wider community and
- Citizens who are equipped to make positive and confident choices now and in the future.

## Behaviour Referral Process for Tier 3 Students



1. Student identified using Top Tier Referral Form
2. Teacher to set up a meeting with Admin  
Teacher to have data collected (e.g. tracking form)  
Evidence of Reflection sheets  
Any lesson observation data.
3. Teacher / SAER meeting to write an Individual Behaviour Support Plan (IBSP)
4. Admin / Teacher set up a parent meeting (3 person)
5. Teacher to update all staff involved (Specialists, EAs, duty staff)  
Send out IBSP  
Tracking sheets for further data (if required)  
Support equipment e.g. Magic sand or calm booklet (if required)
6. Parent is emailed and informed of action plan.
7. Follow up meeting to be booked with Parent, teacher and Admin
8. Plan Reviewed at a mutually agreed time.

**The Student Behaviour in Public Schools Policy (Department of Education) 2023 Policy Statement:**

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.

**The Student Behaviour in Public Schools Policy (Department of Education) 2023 Policy Rules:**

The principal:

- engages the school community in building a culture of positive behaviour that values students' strengths, abilities 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
  - utilises multi-tiered systems of support that are responsive to student needs
  - builds staff capability through training and support to teach and sustain positive behaviour
  - uses available behaviour supports for students with complex needs.

**The Student Behaviour in Public Schools Policy (Department of Education) 2023 Procedures:**

**3.1 Build a school community culture of positive behaviour through a process that:**

- engages with the school community in a co-design process to develop, document and communicate:
  - 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.
- prioritises 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
- complies with the Requirements related to the Student Behaviour in Public Schools policy (staff only) and other legislation and policy requirements
- monitors and reviews student behaviour as part of the school improvement planning process

**3.2 Develop, implement and monitor a whole school approach to behaviour**

*The Positive Behaviour Support Team* 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 principles, systems and approaches
- provides multi-tiered systems of support that are responsive to student needs builds staff capability through training and support to understand and enact their responsibility in building positive behaviour
- provides students with complex needs with intensive behaviour support.

### **3.2.1 Identify and communicate the rights and responsibilities of all students and staff**

*The Positive Behaviour Support Team:*

- engages members of the school community in identifying, documenting and understanding their rights and responsibilities, consistent with school values and expectations of behaviour
- promotes a school culture where students:
  - are welcomed, safe, and experience a sense of belonging
  - feel their unique strengths and talents are understood, valued and nurtured
  - have a voice in decisions that affect them
  - learn to take responsibility for their actions and behaviour feel a strong sense of purpose as learners and connection with the wider school community
  - are not discriminated against on the basis of behaviour as a manifestation of disability.

### **3.2.2 Incorporate restorative principles, systems and approaches**

*The Positive Behaviour Support Team:*

- applies procedural fairness to decision making, ensuring responses to behaviour are fair and proportionate
- prioritises the safety and wellbeing of all members of the school community
- provides opportunity for student and family voice
- uses collaborative problem solving for responding to behaviours of shared concern promotes personal responsibility and accountability for behaviour across the school community
- implements responses to behaviours of concern that are solution focussed and which seek to repair damaged relationships

### **3.2.3 Provide multi-tiered systems of support**

*The Positive Behaviour Support Team:*

- uses a range of qualitative and quantitative school-level and system data to identify behaviour support needs that are responsive to students
- develops universal, targeted, and intensive supports for students based on these needs to support a safe and orderly learning environment
- engages with parents and key stakeholders in the provision of behaviour support for individual students
- plans and implements reasonable adjustments to support and teach positive behaviours for all students, including students with complex needs
- seeks available regional and system-level specialist services and supports as required.

### 3.2.4 Build staff capability through training and support

*The Positive Behaviour Support Team:*

- provides staff with access to training and professional learning to:
  - effectively implement a whole school approach to student behaviour
  - engage in reflective practice to enhance the learning outcomes for students with complex behaviour support needs.
- builds the capability of staff to:
  - create inclusive, welcoming, safe and orderly school learning environments
  - de-escalate unsafe and/or aggressive behaviour
  - engage in reflective, educative and restorative processes as part of building and maintaining a whole-school culture of positive behaviour.

### 3.2.5 Provide behaviour support to students with complex needs

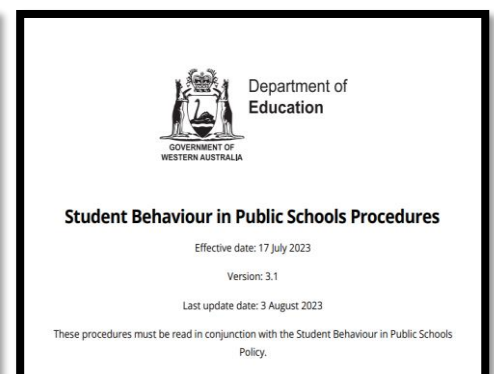
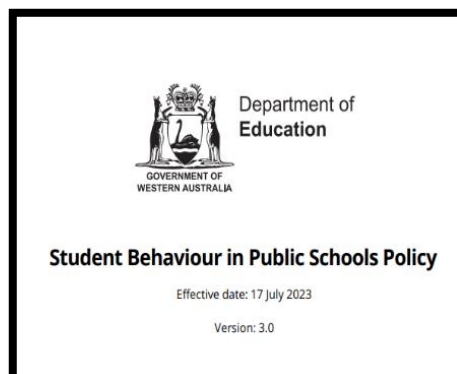
*The Positive Behaviour Support Team:*

- uses a multi-tiered system of support to identify and plan for students with behaviour support needs
- uses available resources to establish case management processes for identified students, including:
  - understanding the factors impacting on behaviour and identifying the student needs and the desired behaviour/s
  - understanding the function of student behaviour developing a documented plan through engaging with and seeking input from parents, and other relevant stakeholders
  - document processes for implementing, monitoring, and reviewing the plan
  - collect and use data to develop, review and refine the plan
  - minimising the use of restrictive practices and prohibiting the use of protective isolation in confined spaces.

### 3.3 Retain Records

*The Positive Behaviour Support Team* retains behaviour records in accordance with the School Education Regulations 2000 and management and archiving of records at the school (staff only), including all documentation regarding:

- consultation
- intervention strategies
- case management plans including risk mitigation strategies.





### 3.2 Develop, implement and monitor a whole school approach to behaviour

The Positive Behaviour Support Team 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 principles, systems and approaches
- provides multi-tiered systems of support that are responsive to student needs builds staff capability through training and support to understand and enact their responsibility in building positive behaviour
- provides students with complex needs with intensive behaviour support.


### 1.0 Expected Behaviours Matrix & Procedures

These expectations and procedures are a vision of responsible student behaviour and social competence.

Agreed upon expectations and procedures promote consistency across staff through a common language and assists educators to be proactive in recognising students behaving responsibly.

The systematic teaching of the expected behaviours and procedures must be a routine part of the school day. This teaching uses the same methods as teaching academic skills, through modelling, practise, and feedback. Lesson plans, teaching schedules and special activities and events will be ongoing to guide the teaching of the expected behaviours and procedures.

### Tuart Hill Primary School Expected Behaviours Matrix

 <h2 style="text-align: center;">Tuart Hill Primary School – we ExCEL</h2> <p style="text-align: center;">Purpose Statement</p> <p style="text-align: center;"><i>The Tuart Hill Primary School PBS team will guide the whole school community to develop a common understanding of expected behaviours and how to explicitly teach and reinforce these through positive interactions. This will create a community that works together to promote <b>EX</b>cellence, <b>Care</b>, <b>E</b>quity and <b>L</b>earning,</i></p>			
<b>Our Values</b>			
<b>Excellence</b> <i>Perseverance Confidence Enthusiasm Commitment</i>	<b>Care</b> <i>Respect Courtesy Consideration Friendliness</i>	<b>Equity</b> <i>Fairness Generosity Humanity Empathy</i>	<b>Learning</b> <i>Self-discipline Co-operation Responsibility Trust</i>
<b>Our Expectations</b>			
<b>Whole School and Community</b>			
To demonstrate excellence we... <ul style="list-style-type: none"> <li>• Attend school regularly</li> <li>• Contribute positively to school community events</li> <li>• Take pride in what we do and celebrate our achievements</li> </ul>	To demonstrate care we... <ul style="list-style-type: none"> <li>• Are kind to all</li> <li>• Respect school property and equipment</li> <li>• Look after our environment</li> <li>• Move safely around the school</li> </ul>	To demonstrate equity we... <ul style="list-style-type: none"> <li>• Respect the diversity of our community</li> <li>• Be positive role models to help ourselves and others succeed</li> <li>• Show sportsmanship</li> </ul>	To demonstrate learning we... <ul style="list-style-type: none"> <li>• Take responsibility for our own behaviour</li> <li>• Follow staff instructions promptly and respectfully</li> </ul>

<b>Classrooms and Learning Areas</b>			
<p>To demonstrate excellence we...</p> <ul style="list-style-type: none"> <li>• Participate actively and positively</li> <li>• Work cooperatively with others</li> <li>• Persevere when faced with challenges</li> </ul>	<p>To demonstrate care we...</p> <ul style="list-style-type: none"> <li>• Speak and act with consideration</li> <li>• Respect the opinions of others</li> <li>• Support the learning of others</li> </ul>	<p>To demonstrate equity we...</p> <ul style="list-style-type: none"> <li>• Include others</li> <li>• Allow others to contribute</li> <li>• Disagree respectfully</li> </ul>	<p>To demonstrate learning we....</p> <ul style="list-style-type: none"> <li>• Arrive at class on time ready to learn</li> <li>• Listen attentively</li> <li>• Are curious and ask questions</li> <li>• Allow others to learn</li> </ul>
<b>School Grounds and Play Areas</b>			
<p>To demonstrate excellence we...</p> <ul style="list-style-type: none"> <li>• Play safely and sensibly</li> <li>• Follow game rules</li> <li>Assist others</li> </ul>	<p>To demonstrate care we...</p> <ul style="list-style-type: none"> <li>• Wear sun safe hats</li> <li>• Care for and return sports equipment</li> <li>Leave areas neat and tidy</li> </ul>	<p>To demonstrate equity we...</p> <ul style="list-style-type: none"> <li>• Consider the wellbeing of others</li> <li>• Play fairly</li> <li>Share resources</li> </ul>	<p>To demonstrate learning we....</p> <ul style="list-style-type: none"> <li>• Co-operate with others</li> <li>• Include others</li> <li>• Care for the playground and garden</li> </ul>

## **2.0 The roles and responsibilities of staff in implementing whole school behaviour support**

### **2.1 Administrators' role:**

- Maintain and support the PBS team.
- Ensure all teachers consistently implement the Expected Behaviours Matrix and whole school procedures.
- Support teachers with implementing the Student Behaviour Referral Process.
- Ensure that the Expected Behaviours Matrix, whole school procedures and Student Referral Process are visible around the school and disseminated to the school community.
- Ensure that IBP / Risk Management plans are in place for students at risk with severe behavioural problems, including students who are at risk of suicidal behaviour and/or non-suicidal self-injury.
- Ensure that suspensions and exclusions are end of the line management practice and utilised in accordance with Department of Education policy.
- Review Plan for Whole School Positive Student Behaviour Support at least annually, and whenever school data indicates the need; and
- Report, at least annually, to the school board on the school's performance in behaviour support.

### **2.2 Educators' role:**

- Participation of all staff members in the development, implementation and review of the school's Plan for Whole School Positive Student Behaviour Support.
- Establish a positive classroom/school environment.
  - Be caring, kind, fair but firm.
  - Be polite and expect politeness.
  - Model respectful, courteous and honest behaviour.
  - Be thoroughly prepared.
  - Ensure that the school environment is kept neat, tidy and secure.
- Establish positive relationships with students, parents and other staff.
- Explicitly teach, monitor, reinforce, remind and reteach the expected behaviours listed in the Expected Behaviours Matrix and whole school procedures and consequences.
- Display posters in strategic places to highlight the expected behaviours and procedures.

- Follow the steps outlined in Student Referral Process.
- Report student progress and concerns to parents.
- Educators must keep records of student behaviour that include:
  - Name of student
  - Description of the behaviour
  - Reasons for selecting management strategies, including the dates and times and
  - Relevant parent contact and any outcomes of consultation with parents.
- Teaching Staff must ensure that parents and students are aware that the school will use records regarding behaviour when preparing reports to support:
  - The consultation process with parents
  - Referral to student support services within the school or district
  - Referral to outside agencies or
  - A recommendation for an exclusion order from school.
- Educators will deliver a curriculum that is relevant to individual needs.
- Educators will utilise Buddy strategies where senior students help junior students in a range of teaching and learning activities.
- Educators celebrate successes, whether it be expected behaviour or appropriate work standards.
- Teaching staff will establish and maintain an IBP for students who reach that part of the process.

#### **2.3 Student Leaders' role:**

- Student leaders will explicitly explain key expected behaviours and procedures at each assembly and support Buddy strategies.

#### **2.4 Students' role:**

- Students will display expected behaviours and follow procedures.

#### **2.4 Parent's role:**

- To be aware of and support the Expected Behaviour Matrix.
- To discuss concerns with their child's teacher.
- To support the student's Positive Behaviour Support plan if implemented.

### **3.0 Teaching and classroom management strategies that support positive student behaviour including:**

#### **3.1 The management of the school environment to promote positive student behaviour**

##### *3.1.1 Classroom environment*

- Tuart Hill Primary School is a Classroom Management Skills (CMS) school that uses proactive positive teaching techniques that focus on promoting expected behaviours in the classroom. This also includes providing strategies that ensure students are accountable for the in a safe, friendly environment that supports risk taking in student learning.
- Students and teachers have input in the design of negotiated classroom expectations and consequences.
- Teachers provide engaging curriculum that differentiates for individual students so that they experience both success and challenge within their proximal zone.
- Group Education Plans and Individual Education Plans are provided when necessary so that differentiation is effective.

##### *3.1.2 Individual Engagement Plans*



Individual Engagement Plans are implemented on a needs basis using valid data with Administration support to help reinforce the schools expected behaviours.

### *3.1.3 Positive Recognition*

Positive recognition exists to ensure proactive reinforcement of Expected Behaviours. Academic and social/emotional achievement and progress is rewarded through a variety of mechanisms including, but not limited to:

- Intrinsic motivation
- Educator praise
- Positive feedback
- Warm encouragement
- Values tokens
- Dojo points
- Gold Cards
- Visits to the Principal/Associates
- Honour Certificates
- Shine Awards
- Positive email/phone call home

### **3.2 The school's strategy for communicating with parents on student behaviour**

- Begin the year with a class meeting, to be held within the first few weeks, inviting all parents to develop a positive relationship.
- Invite all parents to a short individual meeting prior to the end of Term One to build connections and relationships.
- Contact parents on an individual basis e.g. interviews, notes, newsletters, Seesaw/Class Dojo.
- Include regular positive parental contact.
- Honour Certificates presented at assemblies for social and academic achievements.
- Information regarding the school's processes outlined in the newsletter and available on the school's website.

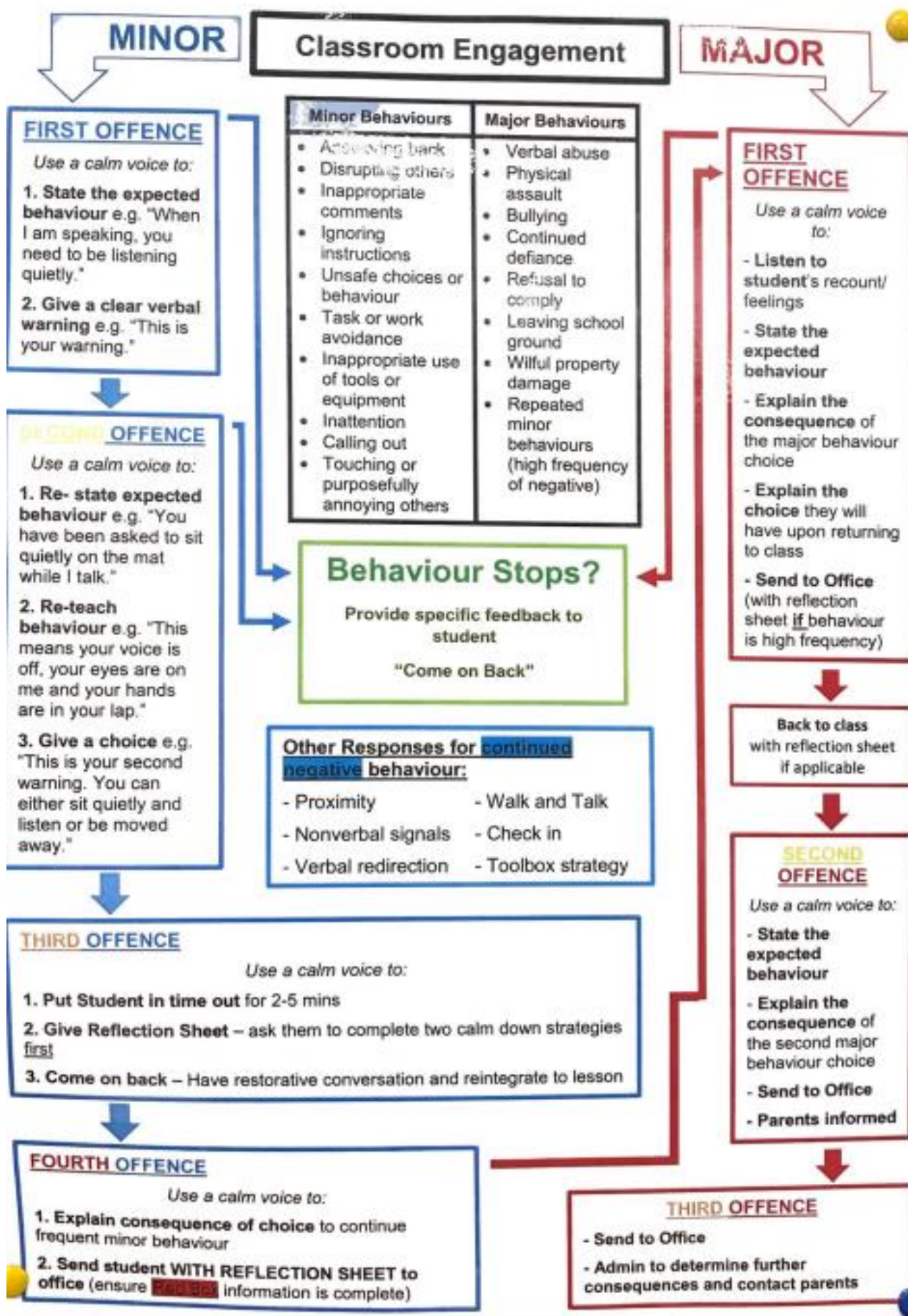
### **3.3 The school's strategy for deciding on the application of disciplinary measures**

#### **Student Behaviour Referral Process**

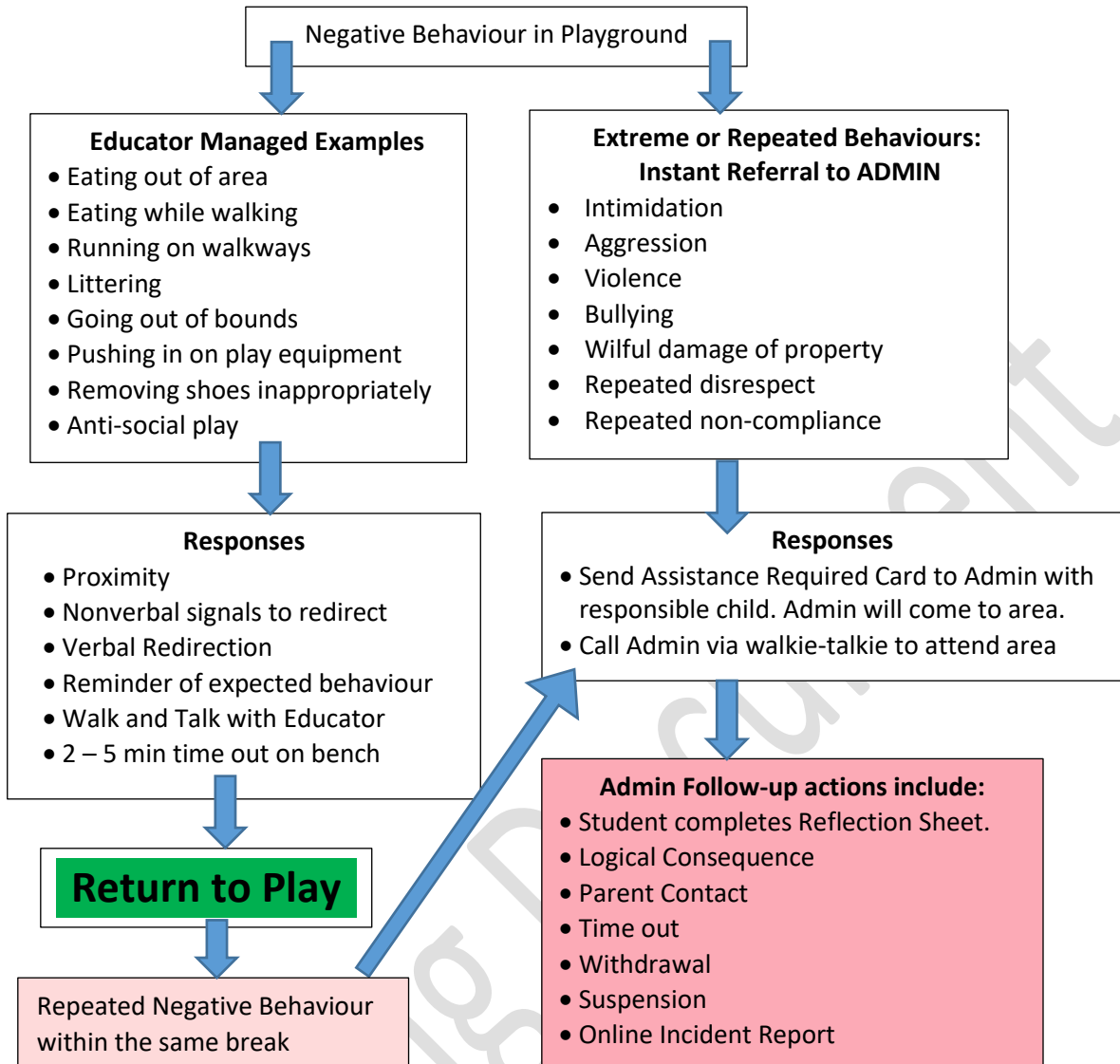
Poor student engagement resulting in unproductive behaviour requires feedback and is viewed as a teaching opportunity – a chance to clarify and re-teach expectations. Responses, such as prompt, re-direct, reteach, provide choice, counselling and educative consequences, will effectively address student misbehaviour.

Tuart Hill Primary School uses Classroom Management Strategies (CMS) as part of student engagement processes. Educators use evidence-based instructional strategies that increase students' active participation and engagement in their learning, leading to improved social behaviour and academic progress and achievement. Poor engagement leading to unproductive behaviour requires feedback and is viewed as a teaching opportunity. Responses such as prompt, re-direct, re-teach, providing choice, individualised counselling and educative consequences will effectively address poor student engagement.

# Tuart Hill Primary School Student Engagement Process



## Playground



## Good Standing

All students commence with and retain good standing while exhibiting behaviours that align with the school's values and beliefs as articulated in the school's behaviour plan.

### Loss of good standing

- Loss of good standing occurs after a suspension or series of behaviours that are not aligned with the school student behaviour plan.
- These behaviours include, but are not limited to:
  - starting a fight
  - making physical contact with the intention to harm another student or staff member
  - videoing a fight in the grounds of the school or off-site where there is reasonable nexus between the incident and the school, with the intention of publishing on social media.
- Students who breach the school student behaviour plan will have privileges removed such as being banned from school social activities.
- This should involve a discussion with the student and/or their parent/carer to highlight the issues that led to the loss of good standing.

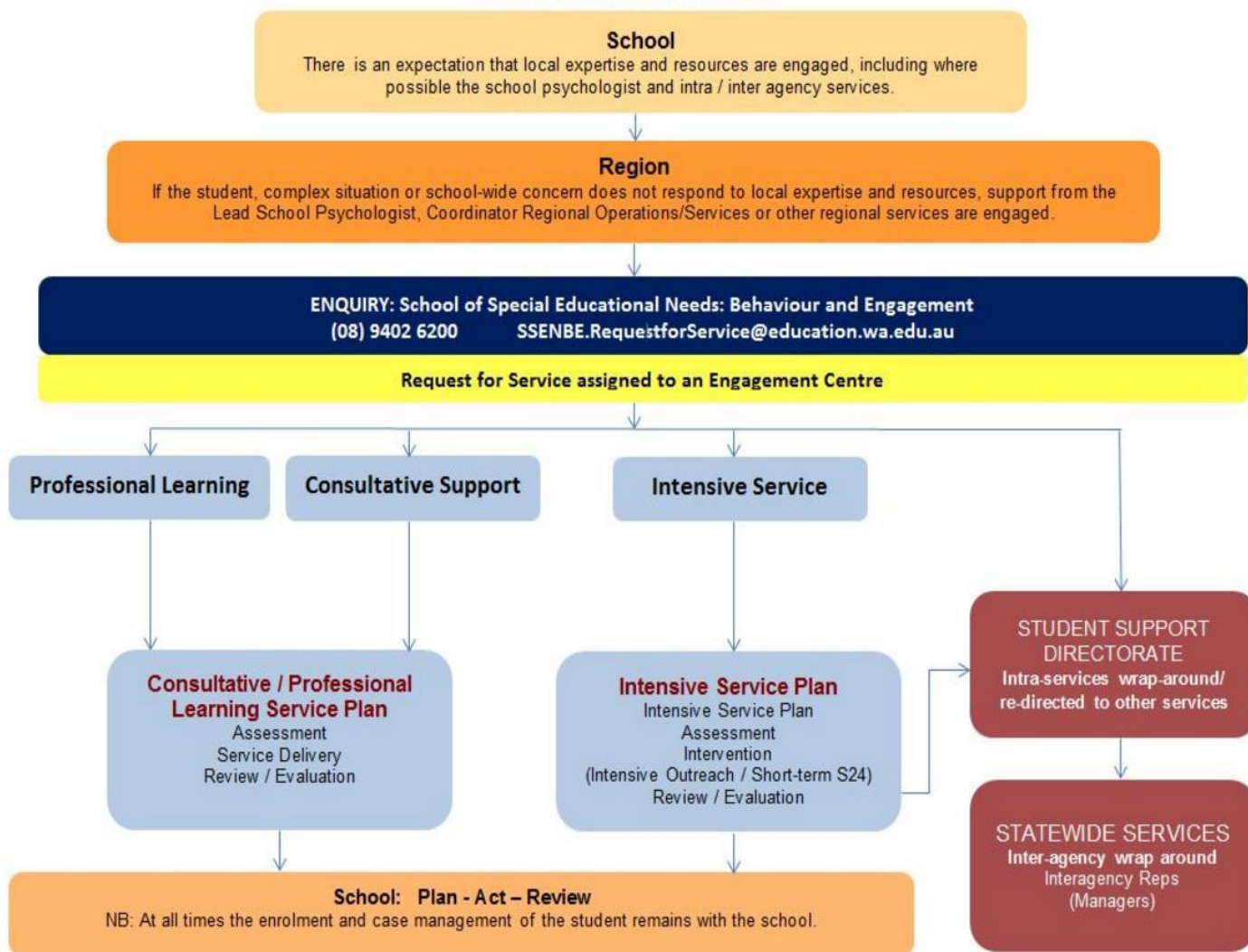


### Re-instate good standing

- Implement a restorative and educative return to school process to re-establish positive behaviour.
- Develop a re-entry and/or individual behaviour plan focusing on the identified areas for improvement citing strategies, milestones and desired outcomes.
- Re-instate a student's good standing after such period as decided by the Principal.

### 3.4 The school's approach to coordinating with external agencies

#### SCHOOL OF SPECIAL EDUCATIONAL NEEDS: BEHAVIOUR AND ENGAGEMENT (SSEN: BE) ASSISTANCE PATHWAY



#### 4.1 Measures to address all forms of bullying

Bullying or any form of harassment will not be tolerated in this school. It is everyone's responsibility to prevent it from happening. Every individual has the right to belong and feel safe within a positive learning environment at this school.

***Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).***

***Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.***

***Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying***

Promoting resilience and children's wellbeing through building healthy, respectful and positive relationships is an important focus. The Western Australian Foundation to Year 10 Health and Physical Education curriculum features a clear focus on students learning to make healthy decisions and choices and to take actions to promote their own health, safety and wellbeing. This includes students learning how to seek help and keep themselves safe, developing assertiveness skills and acquiring the strategies necessary to identify risks to their safety and health, and to minimise and manage conflicts in a range of relationships.

Tuart Hill Primary School has a Pastoral Care program (including Chaplain, Buddy System, Student Leader Mentor Roles, School Psychologist, University Partnerships) with proactive strategies to help prevent harassment and bullying. These resources also support both students who bully and those who have been bullied.

#### Whole School Strategies for Preventing Bullying

- A brochure and Information Sheets are available to parents and students
- Good Standing Procedures are known, implemented and reviewed
- We promote a whole school culture based on Agreed Values
- Before-School supervision and planned transition
- Use of the Buddy Bench
- Focus on building resilience
- Teach values and social skills through recommended research-based programs
- Use the School Chaplain and Partnership Students to support and mentor identified students to develop their own self-esteem and interpersonal skills
- Provide ongoing PL for all staff at point of need
- Utilise classroom programs and resources such as Aussie Optimism, Friendly Schools Plus, eSafety website, Bullying No Way website resources, School Drug Education, Constable Care and Road Aware (SDERA) resources
- Positive Parenting Program

#### Teacher Strategies for Preventing Bullying

- Intervening early in suspected or identified bullying issues and act upon each incident reported
- Responding to bullying incidents with approaches that have been shown to be effective: Restorative practice, Aussie Optimism, Friendly Schools Plus, No Blame Approach, Building Empathy
- Use schools support services where necessary
- Communicate with other staff as required

- Attend Classroom Management Skills Professional Learning and consistently apply the practices
- Follow and consistently apply the Whole School Student Engagement Policy
- Establish, maintain and sustain a positive classroom
- Follow the Student Referral Process. Recording incidents is vital to enable identification of patterns of behaviour and to develop whole school consistency

### **Procedures to Manage Bullying**

#### **Step One:**

Bullying to be dealt with the duty teacher/ educator/ class teacher and may involve Administration and or/parents.

- Meet with the key stakeholders
- Discuss with carers and students together, if appropriate
- Agree appropriate strategies/interventions, including potential loss of Good Standing
- Construct and individual Engagement Plan, if warranted

#### **Step Two**

If no resolution of the incidents occurs or no change in behaviour is evident:

- Parents are contacted for conversation
- Student initiating the behaviour is withdrawn from the time slot where the bullying occurs eg recess and/or lunch breaks
- Administration and/or school psychologist and/or Partnership Students and/or Chaplain is involved

#### **Step Three**

If no resolution of the incidents occurs or no change in behaviour is still not evident:

- In school Suspension in consultation with Principal and Parents/Carers
- Out of School Suspension in consultation with Principal and Parents/Carers
- On return to school a Re-entry meeting is held with parents/Carers and student regarding expected behaviours and outcomes. An Individual Engagement Plan may be initiated.
- Follow-up monitoring for one week. If re-offending happens in that week, the procedure begins again.

### **Student Support:**

Support will be provided for students who are witnesses or victims of bullying and harassment by:

- The classroom teacher and/or Associate Principal/s
- Parents contacted
- School Chaplain
- School Psychologist
- Other outside agencies as required.

### **Contact information**

Complex Learning and Wellbeing  
Statewide Services Centre T: 9402 6133





#### 4.2 Measures to address aggression

- Teachers have a duty of care towards all students and are required to ensure a safe learning environment. On occasions, challenging and violent behaviour from some students will compromise safety and the opportunity for other students to learn. Craigie Heights PS staff will develop behaviour support and risk management plans for students who present with such challenging behaviours.
- Staff understand their responsibilities in managing student behaviour in line with legislation and policy.
- Restrictive practices, such as restraint, should only be used as a last resort and be part of a documented plan.
- Key staff members are properly trained (Team-Teach) in violence de-escalation and restraint techniques where the use of physical action is necessary to protect the safety of the student or others.
- All staff understand and implement early intervention and de-escalation scripts.

#### Process for Violent Behaviours

- If the incident is urgent, critical and dangerous, contact the police through the school principal.
- Ensure safety for other students and staff.
- Investigate the incident.
- In such cases, and in all other cases where restraint is used, submit an online incident notification.
- The Principal is required to suspend students who
  - start a fight,
  - make physical contact with an intention to harm,
  - video a fight on or near the school grounds.
- Consult with the parents, the school psychologist and the student services/support specialist to develop a documented plan.
- Contact the Lead School Psychologist or the Behaviour and Attendance teams in the Education Region office for advice.
- Communicate this plan with all teachers and staff who work with the student.
- Monitor the plan regularly and adjust as required.

#### Contact information

##### Behaviour and Attendance

Statewide Services Centre T: 9264 4569

Team-Teach T: 9402 6136



#### 4.3 Measures to address drug and alcohol misuse by students, including provision of evidence-based drug and alcohol education

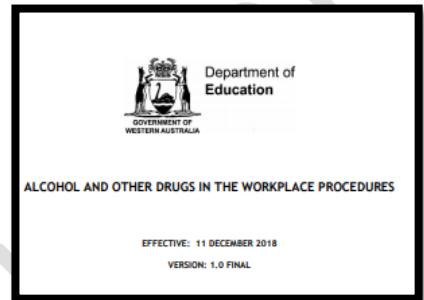
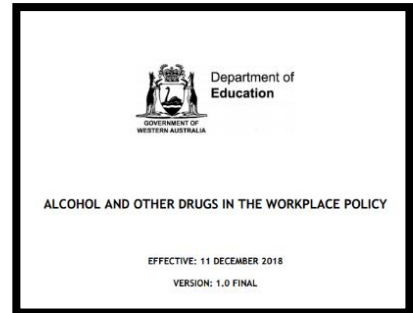
**Situation:**

Student/s are thought to be:

- drug affected
- in possession of a legal drug
- in possession of a suspected illicit drug.

**Immediate Actions**

1. Keep calm
2. Consider staff support
3. Inform student/s of concerns
4. Ensure safety of student/s
5. Get the facts
6. Inform Principal
7. Escort student/s for interview
8. Hand responsibility to Principal and document details
9. Attend to other students involved



**Initial Follow-up Actions**

1. Principal receives drug-related evidence – witnessed and documented
2. Inform student/s of process
3. Contact and involve parent/s
4. Establish facts
5. Determine further actions – following process for either legal or illicit drug use
6. Consider need to send home
7. Inform broader staff team

**Substance is a legal drug**

1. Substance is a legal drug being used on school premises where use is prohibited
2. Substance is a legal drug being used by students who are under-age
3. Substance is a legal drug being used outside the parameters of the intended purpose (e.g. use of a volatile substance or sale/inappropriate use of prescription medication)

**Legal drug – Follow-up Actions**

1. Consult with parent/s
2. Determine actions
3. Provide Intervention Support
4. Document, monitor and evaluate

**Substance is possibly an illicit drug**

1. Substance is an illicit drug
2. Substance is suspected of being an illicit drug
3. Substance is being represented as an illicit drug

**Illicit drug – Follow-up Actions**

1. Report to Principal
2. Police are notified
3. Police conduct enquiries
4. Illicit activity suspected
5. Student searches required
6. Nature of substance uncertain
7. Determine actions
8. Provide intervention support
9. Document, monitor and evaluate



#### 4.4 Measures to address the presence of weapons on school sites

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

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

*Prohibited* weapons are any item that has no purpose other than as a weapon, such as spray weapons, flick knives or switch blades. *Controlled* weapons include those used in the practice of a martial art, act, sport, or similar discipline, such as firearms, swords, machete or spear guns. Firearm includes any lethal firearm and any other weapon of any description from which any shot, bullet or other missile can be discharged or propelled, such as handguns and paintball guns.

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

School staff who find, or are given, a weapon should:

- label it with the date, time and location where the item was obtained, and the names of all school personnel who have had contact with it; and provide it to the principal.

The Principal will:

- securely store the item
- confirm the labelling of the weapon
- accept responsibility for its containment prior to handing it over to police or, if appropriate, returning it to the student's parents
- maintain a written record of names of all students, school staff, parents, police (if involved) and other individuals involved in the incident
- Receive weapon-related evidence – witnessed and documented
- Inform student of processes
- Contact and involve parent/s
- Contact the Police if the weapon is deemed prohibited or controlled
- Suspend student immediately
- Communicate with, and offer support to, school staff, students and others as required
- Document details/ further actions
- Make a report via the Online Incident Notification System as soon as practicable
- Request support/advice from the Coordinator Regional Operations at the regional education office.

Where a student is found to be carrying a weapon for the purpose of self-protection or self-defence, provide assistance and support to the student to promote more appropriate means of dealing with the threat perceived by the student.

Where there is 'reasonable suspicion' or it is known that a student is in possession of a weapon, school staff will:

- assess the level of risk to the student and others
- report the matter immediately to the principal and
- ask the student to accompany a member of school staff to the school office or another predetermined safe location where the principal or nominee, together with a witness, will request that the student hand over the weapon.

If the student declines to hand over the item which is likely to cause harm, the principal (or nominee) will:

- inform the student's parents/carers of the situation
- give the parent/carer an opportunity to speak with the student on the telephone or to attend the school to speak with the student and
- ensure the student is supervised by a member of school staff and the witness.

If the student continues to decline to hand over the item, the principal will:

- inform the police that the school holds a reasonable suspicion that the student possesses a controlled or prohibited weapon.

School staff should *not* undertake a personal search of the student.

If the student does not have the item which is likely to cause harm on their person, the principal will ask the student to open their bags and to cooperate with the search of the student's property, including their bag/s and locker.

If the student refuses to make their property (e.g. bag) available for search, the principal (or nominee) will:

- inform the student's parents/carers of the situation and
- seek permission from the parents/carers for a search of the student's property to be conducted.

If the student and the parents/carers refuse to give permission for the student's property to be searched, the principal will:

- seize the property if it is judged to be safe to do so
- if seized, label and securely store the property in the presence of a witness
- contact the police immediately if there is significant risk and
- inform the police that the school holds a reasonable suspicion that the student possesses a controlled or prohibited weapon.

The principal's powers relating to confiscating property from students are specified in Regulation 71 in the Weapons Act 1999.

#### **4.5 Measures to address risks of suicidal behaviour and/or non-suicidal self-injury, including risks associated with the cumulative harm from child maltreatment.**

**Some adolescents may experience the emergence of mental health problems and as a result, be at increased risk of self-harm, including suicidal behaviour and non-suicidal self-injury (NSSI).**

Schools play a key role in minimising the risk of suicidal behaviour and NSSI by promoting positive mental health and wellbeing and help seeking behaviour. Parents, schools and mental health agencies working together provide effective coordinated support for young people with suicidal behaviour and NSSI.

#### **What do I do when a student presents with NSSI or suicidal behaviour?**

- Inform the staff member with current Gatekeeper training who has a positive relationship with the student concerned. Gatekeeper will follow processes as per their training.
- Immediately contact the Student Services Associate Principal or the Principal who will contact the School Psychologist (and/or Lead School Psychologist) and other members of the school Student Support Team as deemed necessary.

- Contact the Consulting School Psychologist – Suicide Prevention on 9264 5645 for expert advice if needed.
- Understand and action the school response plan to NSSI and suicidal behaviour to enable appropriate risk assessment, planning and support following Gatekeeper procedures.
- Be alert to, record and respond to changes in the student's behaviour.
- Consult the School Response and Planning Guidelines for Students with Suicidal Behaviour and Non-Suicidal Self-Injury for reference and guidance.
- Refer to existing Department and school-based policies (such as Duty of Care for Students, Child Protection and Emergency and Critical Incident Management).
- Submit an Online Incident Notification.

### Contact information

#### Statewide School Psychology Service

T: 9264 4312



## 5.0 The rules regarding personal use of mobile and other electronic devices, and responses to breaches of these rules

### Mobile Electronic Devices Policy

Mobile Electronic Devices refer to devices that have potential to connect to internet and telecommunications such as mobile phones, iPads, iPods, tablets, smart watches etc.

Please refer to THPS Mobile Phone and Devices Policy, available on the school website.

### Principles

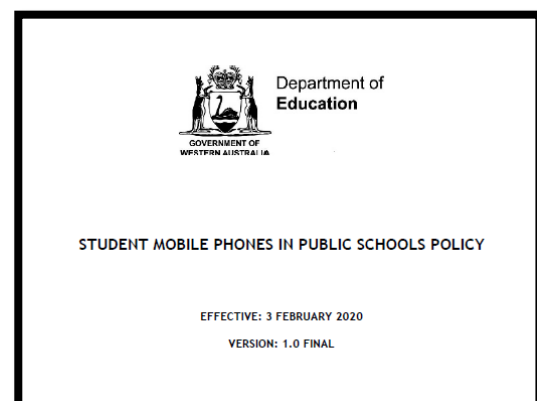
1. Mobile Electronic Devices (MEDs) are permitted at school; however it is strongly suggested that parents should not allow their child to bring one unless there is a compelling reason to do so. E.g. Game playing or news telling is not compelling. Advising parents of a safe arrival at school is compelling.
2. In the case of emergency students have access to school phones.
3. Under no circumstances will the school accept responsibility for the loss, theft or damage to a student's mobile phone and/or electronic device.

### Guidelines:

2. MEDs are to be turned off and handed into the office at the beginning of the school day and collected at the end.
3. No student may use a MED to record images or sound of other students on the school grounds.
4. Students not complying with this policy will have their MED confiscated and their parents contacted to collect it.
5. As a matter of courtesy, it is expected that mobile devices belonging to staff, parents and visitors will be silent during class, duty, meetings and performances.

### Review

Due to the rapid evolution of these technologies this policy will be reviewed annually.



## 6.0 The strategy for record keeping, and use of data in assessing the effectiveness of whole school behaviour support.

- Reflection Sheets – retained by Class Teacher - hard copy placed in individual Student File and/or electronic copy saved by Administration in student individual electronic folder
- Good Standing Data is collected and reviewed each Term to inform potential actions at a year level, playground, classroom or personal level. Spreadsheets are shared with the PBS Committee to inform future directions.
- Values Cards are passed to students as a positive incentive.
  - Four Values Card from each receptacle is drawn by a Student Leader at each Junior or Senior Assembly and the chosen students receive a THPS Canteen Voucher.
  - Values Cards are sorted by Student Leaders, stamped and returned to students to take home for parent acknowledgement and further reinforcement of expected behaviours.
- Staff may choose to use dojo points as a class incentive. Dojo points must be allocated with consideration to equity and inclusion.
- Frequency of Reflection Sheets are reviewed by Administration each Term. These results support the effectiveness or otherwise of educator actions and inform next steps to teach expected behaviours and effect behaviour change for Tier Three or Two students.
- Other Data Sources will include Attendance data, Values Cards and Staff, Parent and Student surveys.

# Tuart Hill Primary School



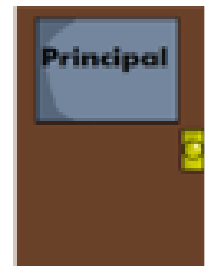
Is a  
Positive Behaviour School  
Offering  
Positive Behaviour Support



# Behaviour Responses

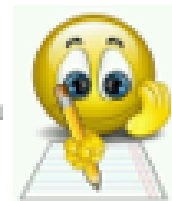
## STEP 5:

Go to the office for  
MAJOR Behaviours  
with reflection  
sheet



## STEP 4:

STEP OUT for 10 minutes to  
complete Reflection Sheet in  
another classroom - **NO**  
interaction required with  
students



## STEP 3:

SIT OUT for 5 minutes  
use calm down strategies  
inside classroom



## STEP 2:

Second verbal  
warning and choices



## STEP 1:

First verbal warning



Appendix B: Reflection Sheet



## Tuart Hill Primary School Reflection Sheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ Time: \_\_\_\_\_

### WAS THE INCIDENT...

Seen by an Educator? ☐

Seen by any peers? ☐

Admitted to by the student? ☐

Principal / Deputy Informed? ☐

Class Teacher Informed? ☐

Parents/Carers Informed? ☐

Entered into Integrity ☐

By whom: \_\_\_\_\_

Date: \_\_\_\_\_

Location: Playground / Classroom / Specialist / Library

My Behaviour did not demonstrate:

Learning ☐

Excellence ☐

Care ☐

Equity ☐

*This is what I was doing: (write about it or draw a picture)*

At the time, I was in the \_\_\_\_\_ zone.

Sad  
Tired  
Bored  
Sick

Happy  
Calm  
Focused  
Ready to

Frustrated  
Worried  
Silly  
Wiggly  
Excited

Angry  
Raging  
Mean  
Yelling  
Hitting  
Out of Control

I should have:

Walked away

Asked for help

Talked to someone

Done some star jumps

Explained my feelings

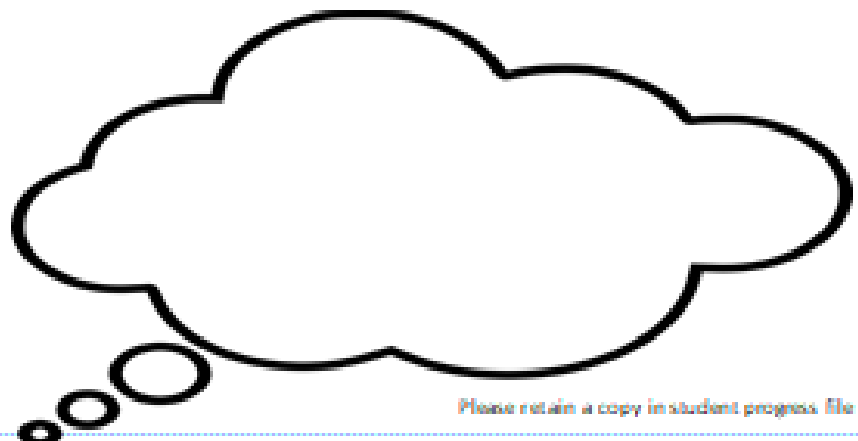
Taken some deep breaths

Counted to ten

Taken a break

Other: \_\_\_\_\_

What should I do now?



Please retain a copy in student progress file

## Restorative Conversation


Teacher	Student
Please draw or write down what happened and complete two calming strategies before I come back.	Completes sheet while they wait for teacher to discuss choices with them
Thank you for completing the reflection sheet.	
Focus on the "What you need to do now bubble"	Reads out or explains what they need to do now
Ensure that the action is carried out	(e.g. use nice language, apologise to the person or write a note to them)
<p>You now have a choice to:</p> <ul style="list-style-type: none"> <li>•behave appropriately and move back into the class</li> <li>•but if I you behave inappropriately you will then need to take your reflection sheet to the office to explain your behaviour to either Mrs. Innes, Mr Knight or Mrs. Bell, and then a copy will be emailed home.</li> <li>•You will then need to explain your behaviour to your parents or carers.</li> </ul>	<p>If needed student can:</p> <ul style="list-style-type: none"> <li>•Have a drink</li> <li>•Do star jumps</li> <li>•Lazy 8 breathing exercises</li> <li>•Other quick restorative activities</li> </ul>
Do you understand your choices	Yes / No
Thank you and let's enjoy the rest of the day	

## Calming Strategies

What I should do if I am feeling...

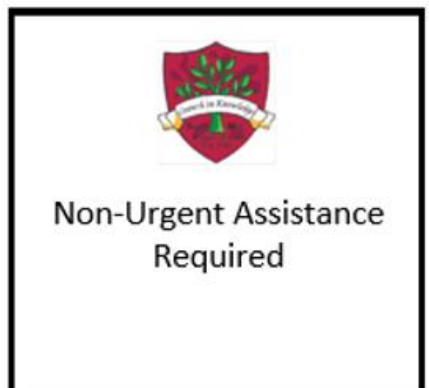
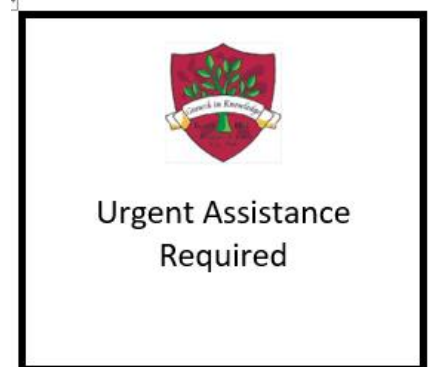
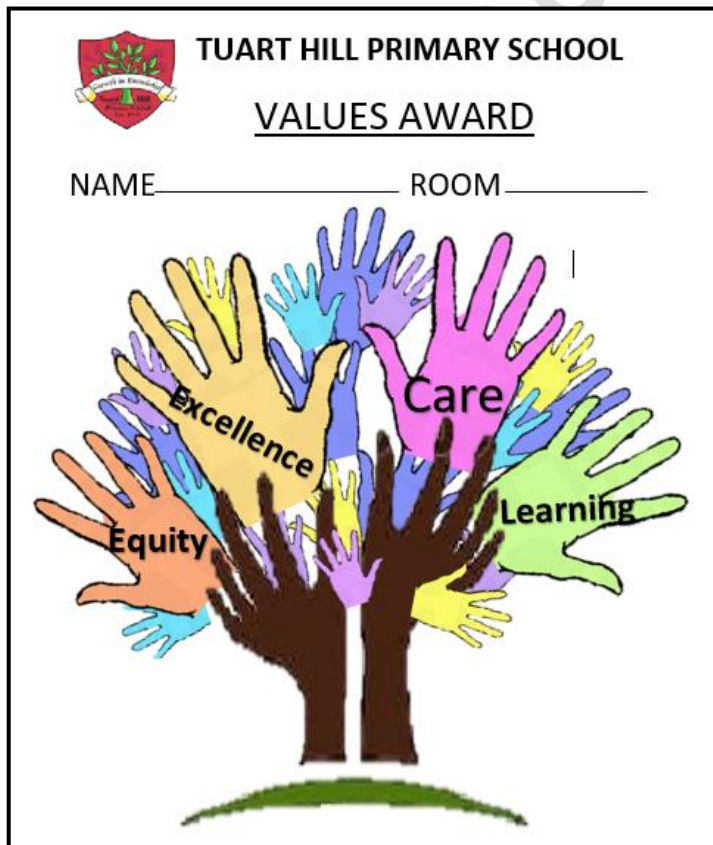
BLUE	GREEN	YELLOW	RED
<p>Stretch</p> <p>Walk around</p> <p>Get a drink of water</p> <p>Visit the guinea pigs</p> <p>Tell someone how I feel</p> <p>Think happy thoughts</p>	<p>I'm doing well</p> <p>I can play or learn</p> <p>I could help a friend</p> <p>I could help a grown-up</p> <p>I can practice a calming strategy so I'm better at using it when I need it</p>	<p>Count to 20</p> <p>Take deep breaths</p> <p>Think about a safe place</p> <p>Squeeze/press something</p> <p>Jump or dance or run</p> <p>Tense &amp; release muscles</p> <p>Write, draw, talk about it</p>	<p>Stop what I'm doing</p> <p>Walk away</p> <p>Be safe</p> <p>Ask for a break</p> <p>Get help</p>

Appendix C – Admin Referral Information

 Tuart Hill Primary School    Date: _____ <b>ADMIN COMMUNICATION SLIP</b>		
Student: _____	Room: _____	Referred by: _____
Reason for referral: _____ _____		
Admin Member: _____	Time in: _____	Time out: _____
<b>Admin Action:</b> <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <input type="checkbox"/> Completed Reflection Sheet  <input type="checkbox"/> New Reflection Sheet  <input type="checkbox"/> Had a food/ drink break  <input type="checkbox"/> Calmed down by: _____                             </div> <div style="width: 48%;"> <input type="checkbox"/> Finished off work from teacher  <input type="checkbox"/> Apologized to people involved (verbal/ written)  <input type="checkbox"/> Parents have been emailed / informed  <input type="checkbox"/> Given work to do: _____  <input type="checkbox"/> Points discussed with Admin _____                             </div> </div>		
Recommendation if behaviour improves: _____ _____		
Recommendation if behaviour continues: _____ _____		

Appendix D: Values Award

Classroom Cards



## Appendix E: Good Standing Procedure

In accordance with the Department of Education's Positive Student Behaviour Policy, Tuart Hill Primary School has a Good Standing Procedure.

Our Good Standing Procedure supports the Tuart Hill Positive Behaviour expectations of *ExCEL* - Excellence, Care, Equity and Learning, acknowledging and rewarding exemplary student behaviour and attendance. We believe every student should feel safe, happy, nurtured and supported to learn in a welcoming, inclusive, collaborative learning environment.

The Good Standing Procedure emphasises the importance of students taking responsibility for the choices they make daily, which impacts academically and socially on themselves and others.

The Good Standing Procedure is a part of, and works in conjunction with, the whole school Positive Behaviour in Schools document and aims to provide regular acknowledgement and recognition for the majority of students who consistently behave and act accordingly to Tuart Hill Primary School *ExCEL* expectations.

Good Standing is a status all Tuart Hill Primary School students are granted at the beginning of every school year. It is the responsibility of each student to maintain their Good Standing. Students with Good Standing are eligible to participate in Tuart Hill Primary School rewards and other activities.

### Good Standing is issued at THPS:

- As a student enters the school and
- at the commencement of each school Term.

### To maintain Good Standing at THPS, students must:

- Follow the THPS Positive Behaviour Support Procedures
- Not be involved in any major behaviour breaches including but not limited to:
  - Verbal abuse of other students
  - Verbal abuse of staff
  - Threatening other students
  - Threatening staff
  - Intimidating other students
  - Intimidating staff
  - E-breaches (technology misuse)
  - Inappropriate searches (explicit nature)
  - Logging into social media accounts
  - suspension)
  - Physical abuse of staff (automatic suspension).
  - Making inappropriate E- texts (explicit nature)
  - Sharing inappropriate searches, material, E-texts with other students
  - Cyberbullying at school (as stated in Code of Conduct)
  - Fighting (automatic suspension)
  - Damage to property
  - Physical abuse of other students (automatic
  - Leaving school grounds without permission

### Students will lose Good Standing for:

- Any breach of the above; or
- For three withdrawals to Buddy Class
- For three office withdrawals
- For one internal or external suspension.

### Parent Contact Regarding Good Standing:

- All parents/guardians will be informed about Good Standing at the initial parent-teacher meeting in February
- This Procedure is available to all parents/guardians, at all times, via the THPS website
- Students who lose their Good Standing will have their parents/guardians contacted to discuss their loss, how the student will regain it, and what specifically their child will miss out on as a result
- When a student regains their Good Standing, their parents/guardians will be notified.

### Students with Good Standing will be eligible for the following whole school privileges:

- THPS merit certificates
- Classroom-based rewards
- Participation in interschool events or school-based faction/sports events
- Graduation events
- Year 6 only - being a student councillor, having a leadership position or graduation events
- Represent THPS in any activities
- Social based activities: disco, camp, school-based social incursions/excursions.

### Regaining Good Standing

Students will regain their Good Standing after displaying expected behaviours for 10 consecutive school days. The Tuart Hill PS "Return to Good Standing Monitoring Sheet" will be used to track student progress during this time.

The THPS Good Standing Procedure is provided to maintain consistency in our decision-making processes. It is important to note that these are guidelines and if there are extenuating circumstances that have resulted in the negative behaviours or there is a significant period of positive behaviour since the previous negative behaviour then, these factors will be considered. Any decision to withdraw or maintain Good Standing will be at the discretion of the Principal.



As a part of the Tuart Hill Primary School Behaviour Management Procedure, Good Standing was endorsed via email by the Tuart Hill Primary School Board on **Friday 10 February 2023.**

### Student Passport

#### Recording Key

✓ On task behaviour	5 Yelling	11 Throwing objects
– Out of room (Reason)	6 Swearing	12 Damage to property, i.e. Own or others
1 Refusing to follow instructions	7 Threats of violence	13 Timeout
2 Refusing to work	8 Sexual references	14 In-school suspension
3 Out of seat displaying disruptive behaviour	9 Physical assault of students	15 Behaviour redirection (Low PBS)
4 Behaviour redirection (High PBS)	10 Physical assault of staff	16 Theft of property
17 Leaving school grounds without permission	18 Leaving the room without permission	19 Inappropriate ICT use



If found, please return to:

Room: \_\_\_\_\_

### Behaviour Frequency Recording Passport

Name:	Year Level:				
Teacher:	Education Assistant:	Week beginning:			
	Monday	Tuesday	Wednesday	Thursday	Friday
Before School					
08:40 – 09:30					
09:30 – 10:20					
10:20 – 11:10					
RECESS					
11:30 – 12:20					
12:20 – 1:10					
LUNCH					
1:50 – 2:00					
2:00 – 2:50					
Teacher Sign-Off					
Admin Sign-off					

### Behaviour Frequency Recording Passport

Name:	Year Level:				
Teacher:	Education Assistant:	Week beginning:			
	Monday	Tuesday	Wednesday	Thursday	Friday
Before School					
08:40 – 09:30					
09:30 – 10:20					
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RECESS					
11:30 – 12:20					
12:20 – 1:10					
LUNCH					
1:50 – 2:00					
2:00 – 2:50					
Teacher Sign-Off					
Admin Sign-off					



**Appendix F – Mobile Electronic Devices Procedure Parent/Guardian Permission**

**MOBILE ELECTRONIC DEVICES PROCEDURE**

**Parent/Guardian Permission**

I have read and understand the procedure regarding MEDS at Tuart Hill Primary School and I understand that this form will be kept on file at the school.

I give my child permission to carry a mobile phone to school and understand that my child will be responsible for ensuring that the mobile phone is used appropriately at school.

Parent's name (print) \_\_\_\_\_

Parent's signature \_\_\_\_\_ Date \_\_\_\_\_

Student's name (print) \_\_\_\_\_

Mobile phone number \_\_\_\_\_

Student's signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher's name (print) \_\_\_\_\_

Teacher's signature \_\_\_\_\_ Date \_\_\_\_\_

If you have comments or suggestions, please contact Beverly Innes, Principal, on 9413 1500.