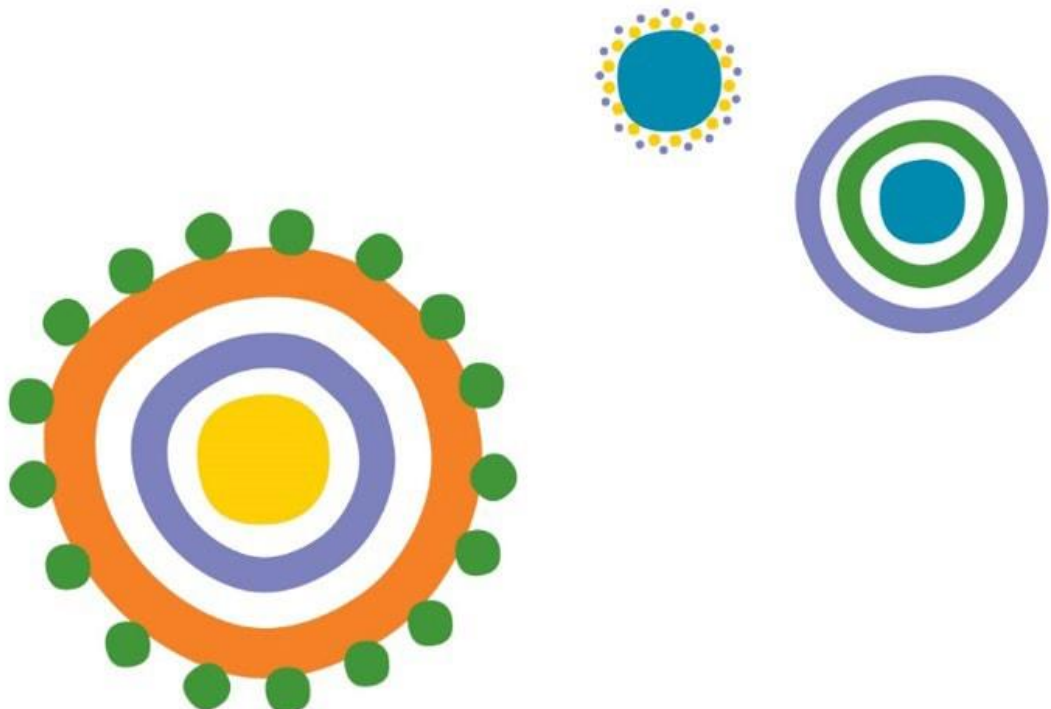




MAKYBE RISE
PRIMARY SCHOOL

Positive Student Behaviour Support Whole School Plan



◀ ◡ ▲ ▶ *every child every day*

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Rationale

Our Whole School Plan for Positive Student Behaviour Support provides a detailed description of how the Student Behaviour in Public Schools Policy (17 July 2023) is operationalized at Makybe Rise Primary School.

Student Behaviour in Public Schools 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.

Positive Student Behaviour Plan

At Makybe Rise PS we engage our school community in building a culture of positive behaviour that values students' strengths, abilities and diversity

The development, implementation and monitoring of our whole school approach to behaviour:

- identifies and communicates the rights and responsibilities of all students and staff to engage and build positive behaviour
- Incorporates restorative approaches
- Utilises multi-tiered systems of support that are responsive to students needs
- Builds staff capacity through training and support to teach and sustain positive behaviour
- Uses available behaviour supports for students with complex needs.

Beliefs

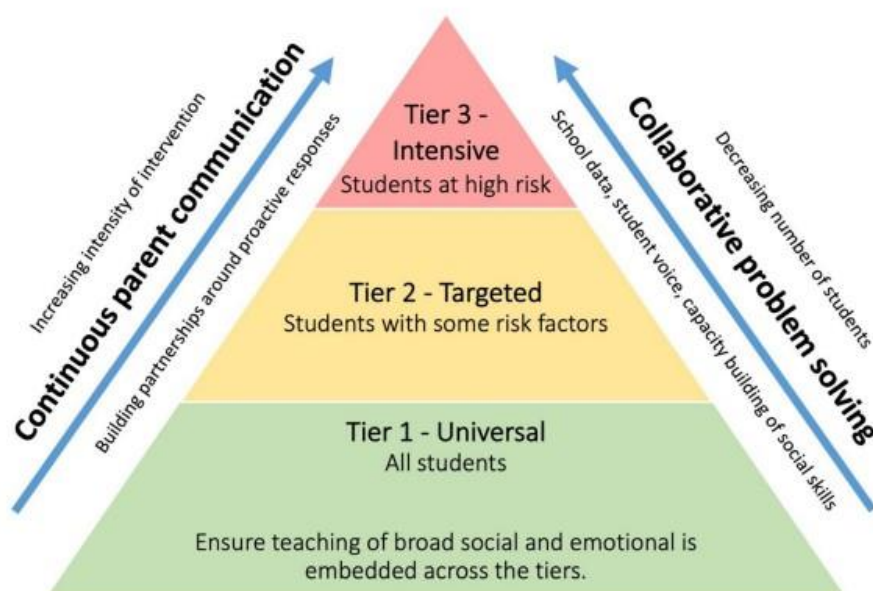
Fundamental to our school vision at Makybe Rise Primary School, is our commitment to building a genuine sense of community and partnership where all staff, students and families enjoy the mutual respect and caring essential for growth and learning. We are committed to explicit teaching and learning with an emphasis on academic excellence and social and emotional growth, in a strong and safe school community. When students feel safe, are healthy and engaged they are more likely to achieve and experience successful outcomes. We work together to accomplish our mission of nurturing friendly, thoughtful, and resilient children who know they are part of something bigger than themselves.

Aims

Through positive student behaviour support, we aim to:

- Improve every child's engagement and participation in school.
- Improve every child's self-esteem and confidence.
- Equip every child to achieve their personal best.
- Develop a sense of personal satisfaction and success from learning for every child.
- Cultivate a feeling of belonging to a wider community, for every child.
- Develop every child's ability to communicate effectively with others.
- Develop skills to create and maintain meaningful relationships.
- Develop a sense of agency over behaviour and actions.
- Equip every child with a range of protective behaviour and self-regulation strategies that can be applied in all aspects of their daily lives.
- Develop a strong culture of respect, acceptance, safety and high achievement for every child, every day.

Multi-Tiered Systems of Support



A Positive Whole School Approach

The Positive Behaviour Management System at Makybe Rise ensures that all students have access to effective supports and systems that draw on their strengths and meet their needs. This tiered approach forms a continuum of supports for staff and students and is informed by quality systems for the collection of data and monitoring of data.

Tier 1 (80%) Universal interventions promote positive behaviours for all students and maintain safe, respectful learning environments with preventive, agreed whole-school systems and practices. All students engage in the personal and social behaviour capability as outlined in the Western Australian curriculum. Examples of intervention at this level include the development of localised behaviour support policies and procedures, and the implementation of whole-school approaches such as Classroom Management Skills (CMS).

Tier 2 (15%) Targeted interventions support students who are displaying low-level behaviours or emerging behaviours of concern that need to be addressed. Examples of interventions at this level include the development of peer mentor relationships, use of social scripts or other rehearsal strategies, or small group social and emotional programs.

Tier 3 (5%) Intensive interventions are focused on individualised support. Examples of intensive interventions include the development of individualised management plans or escalation profiles, and case management for students with complex behaviour support needs.

Tier 1-A Positive Whole School Approach

Creating a culture of consistency

At Makybe Rise we promote a positive, strengths- based behaviour management system with high expectations for attitude toward work and behaviour, before school, in class, at playtimes and after school.

Central to our approach is a culture of consistency for the whole school community. When staff are consistent and predictable in their management and approach, students have a clear understanding of what is expected.

Developing a common language and shared vision develops a culture of respect, safety and high achievement providing a strong foundation for building students' self-esteem, behaviour, and success at school.

Our consistent approach to managing behaviour is supported through:

- developing positive relationships between all members of the school community
- communicating a common set of shared values,
- quality systems for collecting and monitoring data and
- quality case management and systems for individual support.

Code of Conduct

Tribes is a school wide, research-based process that maximises academic and social and emotional development and learning for our students. At Makybe Rise Primary School we aim to develop a resilient and caring learning community. This is established by encouraging the use of the four Tribes Agreements in all interactions.

Attentive Listening:

- Paying close attention to one another's ideas, opinions and feelings to let them know they have been heard

Appreciations/ No Put Downs:

- Treating others kindly. Stating appreciations for unique qualities, gifts, skills and contributions and avoiding hurtful behaviours

Right to Participate/ Right to Pass:

- Encouraging children to participate fully in lessons, while appreciating that there may be times when they want to watch and listen. We understand that the more we participate the more we gain.

Mutual Respect:

- Affirming the value and uniqueness of each person by recognising and appreciating individual differences and offering feedback that encourages growth.

The Tribes process not only establishes a caring environment for cooperative learning, it also provides structure for positive interaction and continuity for working groups both in the classroom and between the staff. We build this community through research-based, active learning strategies that help build inclusion and encourage conflict resolution. These same strategies also assist with problem solving and collaboration. They activate three categories required for building resilience by promoting inclusion (caring), influence (participation and being valued by others) and community (positive expectations and support).

School Rules

1. Follow teachers' instructions, at all times.
2. Show respect for people and property.
3. Keep hands feet and objects to self.
4. Demonstrate safe behaviours, at all times.
5. Walk on concrete.
6. Walk bikes and scooters on school grounds.
7. No Hat, No Sun.
8. Stay within school grounds unless given permission to leave.
9. Mobile phones to be switched off and given to the teacher for the school day.
10. BYOD to follow expectations agreed to in the iPromise agreement signed at the beginning of the year.
11. Wear the correct school uniform.

Fostering Positive Partnerships

At Makybe Rise we value the contribution of parents towards our shared mission of growing friendly thoughtful and active children who are part of something bigger than themselves. We value the partnerships we build with parents, together we make a real and measurable difference to our students' success at school.

Frequent high-quality interactions between parents, students and the school community have a direct correlation on student academic achievement, behaviour, and attendance. Regular communication between teachers and home is an expectation at Makybe Rise and occurs through Connect notices, newsletters, phone calls, text messages, email, case conferences and Morning Message boards.

At Makybe Rise, we understand the value of early intervention. We are committed to a holistic approach when supporting the needs of our students, and actively seek to enlist external agencies to contribute to the planning, provision of targeted support and review of personalised goals.

For further information, see the Makybe Rise school website for our Communication with Parents Policy.

Roles and Responsibilities

<p>Staff</p> <ul style="list-style-type: none"> • Actively engage in professional learning to positively support student behaviour • Create a positive and supportive classroom environment where appropriate behaviours are reinforced. • Use a diagnostic approach to teaching and learning to quickly identify areas of student need and put in place appropriate interventions or supports. • Empower students to develop into self-regulated learners. • Implement classroom management strategies that reflect current best practice. • Be predictable and consistent in approach and fair in application of consequences, • Always adhere to the MRPS code of conduct and model appropriate behaviour: punctuality, respect, appreciation, attentive listening • Reinforce the Code of Conduct • Actively establish positive relationships with all members of the school community • Explicitly teach resilience and protective behaviour skills • Use a restorative & educative approach- focusing on the resolution of difficulties and conflict. • Follow up on all reported incidents (student, parent notification and documentation) • Communicate student progress (including positive) to students and parents. • Develop individualised plans for students at point of need. • Abide by the guidelines outlined in the Child Protection Policy • Refer students who require additional support 	<p>Students</p> <ul style="list-style-type: none"> • Demonstrate the 4 TRIBES agreements. • Follow the school rules. • Behave in a safe and respectful manner. • Ensure behaviour does not interfere with the learning of others. • Work responsibly and diligently on all activities • Demonstrate best effort with an aim to achieve personal best.
<p>Principal</p> <ul style="list-style-type: none"> • Promote a positive school environment. • Support the principles of the behaviour management approach. • Authorise the suspension of a student from school for a severe breach of behaviour • Manage end-of-line behaviour management strategies 	<p>School Leadership Team</p> <ul style="list-style-type: none"> • Promote a positive school environment. • Implement the whole-school approach, ensuring its consistency and maintenance. • Support teachers in the implementation of the MRPS Positive Behaviour Management Policy via new staff inductions and professional learning & coaching • Monitor student behaviour in the school grounds • Provide pastoral care to students through counselling to promote management and change of inappropriate behaviours. • Effect mediation and conflict resolution to build positive working relationships in the school community. • Suspend a student from school as authorised by the principal for any serious breach of the behaviour code. • Provide a link between parents and staff; facilitate parent/teacher/student conferences. • Assist in the development and implementation of individual behaviour plans for students.

- Ensure the school board endorses policy.

Creating a Positive School Culture

The following initiatives/ programs are in place to achieve a positive and supportive learning environment.

- School Chaplain
- School Psychologist
- Aboriginal Islander Education Officer (AIEO)
- Defence School Mentor (DSM)
- Student Services Team
- On site external therapy providers
- Targeted Literacy and Numeracy Intervention programs
- EALD extension program
- Playtime Social Skills Program
- Friendly Schools Plus program
- Whole school/ small group Zones of Regulation Program
- Restorative Practice
- BeYou Program
- Berry Street Education model (BSEM)
- Reading Club/ Lego Club
- Science Clubs
- Art Club
- Writing for Wellness
- Sensory Garden Club
- Student Leaders/Playground Champions
- Points assemblies
- School Assemblies including special days (eg: ANZAC, NAIDOC Week, Harmony Day)
- Student Success Week
- Choir
- Recognition of parent and volunteer help
- Sporting event

Celebrating Positive Student Behaviour

Whole-School Approach

Achievement Awards:

- Awarded by teachers for positive behaviour/achievement at assemblies. (Class Tribes certificates, Makybe Magic Morning Tea, Aussie of the Month, Graduation Awards, Book Awards)

Displays

- Students' work is displayed in the classroom, front office, Facebook, newsletter or Connect pages. Student Success Week Open Night – families visit students' classrooms to view work that demonstrates both achievement and progress.

Golden Tickets

- A golden ticket is awarded to selected students by their classroom teacher, for the demonstration of positive behaviour in the classroom. Students take their golden ticket home to share and celebrate their success and return it to school signed by their parent/caregiver.

Recognition of Work

- Celebration of achievement with a visit from the leadership team or other familiar teachers and board members within the school community.

Makybe Magic Morning Tea

- One student from every class is chosen every term to participate in the Makybe Magic Morning Tea where they are celebrated by members of the leadership team for displaying characteristics of a successful student.

Good Standing

- At the end of every term, those with good standing are invited to participate in a longer lunch or recess play.

Social and Emotional Curriculum

At Makybe Rise, the social and emotional curriculum is equally important as the academic curriculum. A suite of complimentary research-based programs, including Tribes, Friendly Schools Plus, Be You and the Berry Street Education Model are embedded into classroom planning to ensure a consistent whole school approach. Our programs align with personal and social awareness skill development associated with the Personal and Social Capabilities.

Friendly Schools Plus

Friendly Schools Plus is an explicitly taught evidence-based program that provides explicit teaching and learning resources. It is aimed at developing students' social and emotional competencies, to enable them to recognise and control their emotions; build positive relationships; show consideration for others; make thoughtful and sensible choices; and cope successfully with difficult situations.

Zones of Regulation

The whole school Zones of Regulation program is a research based social and emotional learning program that explicitly teaches self-regulation through a series of sequential lessons. It focuses on using a cognitive behaviour approach to assist students in understanding their emotions and the associated signals that their bodies send. It assists students to regulate their actions and increase their control and sense of agency.

Students develop an understanding of behaviours that are 'expected' and 'unexpected', creating a range of individual 'toolbox' strategies that can be utilised to ensure they maintain (or move back to) the green zone, where they are ready to learn. Students come to identify that the strategies that work for them, may not be the strategies that are effective for their peers.

Berry Street Education Model

The Berry Street Education Model (BSEM) provides strategies for teaching and learning that enable teachers to increase engagement of students with complex, unmet learning needs and to successfully improve all students':

- self-regulation
- relationships
- wellbeing
- growth
- academic achievement.

The pedagogical strategies incorporate:

- trauma-informed teaching
- positive education
- wellbeing practices.

Restorative Practice

The use of a restorative practice cycle is inclusive and concerned with maintaining and building positive connections and relationships between students, parents, teachers, and the community. It is an essential component of supporting the wellbeing of all members of the school community. Restorative Practice is a process that helps students to understand the perspective of others and heal relationships through meaningful accountability.

Restorative Practice is a whole school approach for encouraging behaviour that is supportive and respectful. Restorative Practice is a positive approach that works with students, rather than doing things to them or for them. Conflict is an inevitable part of life. How we work to resolve conflict impacts on a school's climate and culture and ultimately on students' social and academic outcomes. Schools need to be safe places where young people can learn and thrive in a supportive, enriching environment.

A restorative approach focuses on building and maintaining positive relationships across the whole school community. It aims to create an ethos of respect, inclusion, cooperation, accountability, and responsibility. It encourages students to take ownership for their actions and repair any harm caused as a result of those actions.

The approach focuses on building, maintaining, and restoring relationships in response to conflict. Each student models active listening skills and mutual respect, while the perspectives of each of the students is heard. The process facilitates students coming to a timely solution for 'how to make things right'.

There are some key elements which underpin any restorative encounter:

- honesty and sincerity
- positive regard for individuals
- empathy
- individual responsibility
- shared accountability
- an optimistic view of personal growth and change.

Restorative dialogues can provide important 'teachable moments' and opportunities to understand the impact of behaviour of self and others.

School staff mediate the restorative process using the following 7 questions:

What happened?

- Value the student's voice and perspective.
- Focus on the timeline of events without blame.
- Understand and identify triggers.

What were you thinking about at the time?

- Develop emotional literacy by linking thoughts, feelings, and actions.

What have your thoughts been since?

- Assess reflection following the incident when emotions have de-escalated.

Who has been affected by what happened?

- The key question to trigger empathy and remorse.
- Think beyond those directly involved to see the 'ripple effect' of actions and consider the personal impact.

In what way have they/you been affected?

- Name or describe the impact and acknowledge the consequences.

What do you think you think needs to happen to make things right?

- Include what you need to do.
- Devise agreed, realistic and meaningful resolutions to heal the harm.

If the same thing happened again, what would you do differently?

- An opportunity for learning and verbalising alternative strategies.

1,2,3 Magic- Behaviour Management Process

1,2,3 Magic is a positive behaviour management process designed especially for children. The emphasis of the approach is to provide children the opportunity to interrupt 'stop' behaviours enabling them to think and respond appropriately. Frequently, children act impulsively with little forethought. By providing them with the chance to 'catch' themselves, we are essentially interrupting the behaviour and encouraging them to refocus. The focus is always on looking to positively reinforce 'start' behaviours, which are those behaviours we would like to encourage.

With the 1,2,3 method the child is given a low key count to three before implementing an opportunity for 'think' time. It is a proactive strategy for teaching and for it to be effective, it relies on the fact that each stage of the process is clear, and has been unpacked with the alternative strategy rehearsed by the children, ahead of time.

- When exhibiting 'stop' behaviours, an adult immediately interrupts the child with a short and clear instruction of what they are expected to do- rather than what they should stop doing (friendly reminder – e.g. "show me your attentive listening", "Super Six", "show me how we wait for your turn", "turn your attention to me", "sit with your hands in your lap").
- Provide the child with 15-30 seconds take up time. If unresponsive to the instruction given, provide the child with a clear repeat of the direction and say **"(name), that's a one."**
- Provide the child with a second 15-30 seconds take up time and again, repeat the instruction saying **"(name), that's a two."**
- If the child is again unresponsive after 15-30 seconds, repeat the instruction **"(name), that's a three. It is time to move to thinking/reflection space"**
- Once the child has had the opportunity to regulate in the thinking/reflection space, it is important to reflect with the child to discuss the expected behaviour for next time, in a way that is supportive and validates how the child feels.
- On the occasion that the process continues, and a child is counted to a six, an alternative 'pre-negotiated' space (or buddy classroom) to think/reflect, could be the next step.
- If the behaviour is ongoing and a child is counted to a 9, then a member of the school leadership team or student services is contacted for support, and they will speak with the child and call the child's parents/carers. (if a child is having a difficult day, it is recommended that contact be made much earlier in the sequence via the blue card process, so the leadership/student services can provide positive support)

With this process the child has been provided a chance to stop, think and choose the alternative behaviour.

*Reminder, the process is effective when

- It is consistent and predictable.
- The class practices the alternative 'start' behaviour prior to the process.
- When counted to a "3", there is immediate follow through with minimal emotion or talking.
- This process may not be effective with some children who are on an individual behaviour plan (see templates at the end of this document). This will be determined through a case management approach, involving all stakeholders.

Blue and Red Card System

On those occasions where a student is unresponsive to low level positive behaviour intervention of an adult in a classroom setting, a member of the leadership /student services team can be called upon by a classroom teacher to provide additional support for the student. Often a student requires the support of a mentor outside the classroom setting for co-regulation or for problem solving.

A blue card signifies non-urgent and a red card signifies an emergency.

Support by a member of admin is documented and will often result in a call home to notify parents. Regular recurrence may result in a move to Tier 2 intervention processes.

Fostering a Positive Classroom

Creating a positive classroom environment.

- Build positive relationships.
- Know the students and their families.
- Implement consistent predictable routines.
- Explicitly teach, model and practice classroom routines and expectations.
- Facilitate high quality lessons. Maintain consistent high levels of expectations for student achievement.
- Incorporate regular whole class movement/brain breaks.
- Be conversant of and consistent with the implementation of TRIBES, Friendly Schools Plus, Zones of Regulation and Restorative Practice.

Behaviour Management Flow Chart

Classroom Management

Level 1

- Positively reinforce expected behaviours.
- Utilise effective evidence-based Classroom Management skills CMS to respond to low level unexpected student behaviour.
- Consistency in implementation of 1,2,3 Magic (or individualised behaviour support plan)

Level 2

- Blue card (non-urgent) Red card (Urgent) to be sent to the office for support if there is an escalation of behaviour, or continued lack of positive response to low level adult intervention.
- Access support from the leadership/ student services team if student behaviour is ongoing/continued low level over a duration.
- Generate a formal referral to the Student Services team to assist in the implementation of tier2/3 strategies and targeted support.

Playground Management

Level 1

Where inappropriate low-level behaviours occur, immediate and logical consequences (that match the behaviour) are to be administered by the duty teacher. For example:

- Child runs on the concrete - child comes back and walks
- No hat - child to move to a shaded area
- Children engaging in rough play - warning and reinforcement of school rules by duty teacher
- Rough play resulting in conflict - yellow slip to the office and Restorative Practice to be conducted

Duty Teachers are to be consistent in their approach and timely in their response. Make the most of 'teachable moments' for pro-social interactions. Use a common language of red and green choices, expected/unexpected behaviours. Conflict to be addressed using a restorative process.

Level 2

When behaviour is deemed unsafe and likely to cause injury to self or others or deliberately cause damage to property, a student may be immediately withdrawn from the playground to the administration area at the instruction of a duty teacher. If refused, a red card is sent to the office with details of location.

- Behaviours deemed unsafe include
 - Intended physical harm to self or others
 - Physical harm causing injury
 - Using objects as a weapon
 - Bullying
 - Vandalism (deliberate damage to property)
 - Verbal abuse including threats and intimidation.

Duty teachers to remain calm and state clearly instruction for the student to move to administration area and why. Complete a yellow playground slip. Send red card to office or contact office by phone for additional support.

Tier 2- Targeted Intervention

Tier 2 interventions are those that are more targeted in response. Students who are not responding to Tier 1 whole school behaviour practices and systems, access a specialised approach that focuses on rapid, early intervention.

At Makybe Rise, students have access to a range of small group targeted interventions providing skill development and positive behaviour support.

These include:

Literacy and Numeracy Intervention Programs

Small group pull out sessions facilitated by our intervention teachers. MiniLit is used in the early years of schooling and MacqLit is used for older students to close gaps in the acquisition of literacy skills. Numeracy intervention focuses on the acquisition of number sense.

English as an Additional Language/Dialect (EAL/D) Extension Program

Small group pull out sessions facilitated by our Learning Support Coordinator. Focus is on the development of Standard English language acquisition utilising Progress Maps.

Zones of Regulation Pull out Sessions

Small group targeted pull out sessions are supported by Special Needs Education Assistants for development and automaticity in the application of strategies for self-regulation.

Social Skills Programs

Social skills programs are initiated at point of need and cohort based. These sessions are designed to develop a student's personal and social capabilities.

Play Programs

Play program is designed to explicitly teach social skills associated with the fair playing of games and the development of meaningful friendships, in a safe environment.

External Speech and Occupational Therapy program

Understanding the value of early intervention in 'closing the gap' Makybe Rise works in collaboration with Speech and Occupational Therapy program providers and families to schedule, where appropriate, in-school therapy services. There is a clearly defined application process for families to engage therapists at the school site. Families who would like to apply for in-school therapy should contact the school and speak to the Student Services Deputy.

School Chaplain/ Defence School Mentor/ Aboriginal Islander Education Officer

Our School chaplain, DSM and AIEO offer pastoral care for our students. Classroom teachers can refer to the student services team if they believe a student might benefit from accessing a mentor.

Tier 3- Intensive Individualised Support

Where a student presents with persistent and complex behaviours and is not responsive to whole school and targeted behavioural intervention processes, a referral is made to Student Services via email by classroom teachers, in consultation with the Year level Deputy Principal.

Makybe Rise currently uses a range of individualised educational planning documents. These include: Documented plans (IEP), Individual Attendance plans, Positive Behaviour plans, Risk Management plans (RMP) and Individualised Transition plans.

Case Management

Our student-centered approach to building student capacity, extends to a case management approach where we place our students firmly in the center of a network of support from family and relevant stakeholders including the classroom teacher, student services, deputy principal, school

psychologist, school of special educational needs- behaviour and engagement (SSENB), disability (SSEND), medical and mental health (SSEN: MMH) and other external agencies.

Through joint services planning meetings and case conferences, students' complex needs are supported. We use a collaborative process where the needs of the child are identified, and a set of actions agreed upon. This wrap around approach incorporates intensive levels of support, and highly individualised plans that are reviewed regularly by all relevant stakeholders.

Referrals to student services may include diagnosed disabilities, behaviour, attendance, learning difficulties, social and emotional challenges and mental health concerns. Students have access to a wide range of supports through the student services team including Student Services Deputy, Student Support Officer, School Chaplain, School Psychologist, Literacy, Numeracy and EALD targeted intervention team, Defence School Mentor (DSM), Aboriginal Islander Education Officer (AIEO) and School Nurse.

Students with Disabilities

Students with diagnosed disabilities are closely case managed by a member of the student services team. Supplementary supports are put in place depending on individual student need and may include additional transition (individual transition plan), SNEA supported break times and access to targeted interventions. Case management planning and review meetings for IEP's occur once a semester with all relevant stakeholders.

To ensure high expectations for behaviour is maintained by all our students, when required assistance from SSEN-D and relevant service providers will be sought to guide in the planning and additional support for students with a diagnosed disability.

Behaviour Management Plans

Behaviour Management Plans are designed to support a student whose behaviour continues to pose a challenge and has become increasingly complex requiring a greater level of intervention and monitoring by the school.

Typically, a behaviour management plan will be part of a much bigger plan of action to support the student's behaviour.

- Key stakeholders meet to work with the student, explore the function of the behaviour, and build strategies to improve behaviour. (alternative programs or timetables, or highly favourable incentives).
- Following this process, a Behaviour Profile will be compiled detailing the student's behaviours, and strategies for supporting the student's behaviour. Where applicable, a Risk Management Plan will be included in this profile.
- Observations may be captured using behaviour frequency data or functional behaviour analysis documents.

Mental Health and Wellness

Non-Suicidal Self Injury (NSSI)

At Makybe Rise, we are proactive in promoting positive mental health and wellbeing and help seeking behaviour through the overarching framework of BeYou. In addition, we use complementary and preventative whole school programs such as Protective Behaviours, Zones of Regulation and Friendly Schools Plus to maximise the social and emotional outcomes of our students. We provide students with access to a number of pastoral care mentors including our school chaplain, Defence School Mentor (DSM) and Aboriginal Islander Education Officer (AIEO).

If a student presents with mental health concerns or reports/indicates Non-Suicidal Self Injury (NSSI), an intensive holistic approach is enlisted to provide effective, efficient and collaborated support for the student and their family.

Members of the leadership team have undertaken the Gatekeeper Suicide Prevention Training and Youth Mental Health First Aid and have the knowledge and skills to provide support for the students in need. Nominated staff members have links with the School Psychologist/Lead School Psychologists and/ or other professionals trained in suicide risk assessment for consultation and referral where required.

This assists the school to build their capacity with prevention, preparedness, response and recovery when supporting students with suicidal behaviour and NSSI.

Schools play a critical role in supporting a student in their recovery following disclosure of suicidal behaviour or NSSI. In accordance with the Department of Education's school response and planning guidelines for students with suicidal behaviour and NSSI, we follow the response flow chart to ensure a comprehensive, rational and child-centered approach is taken to support the student and their families, with immediate risk and safety of the child at the forefront of any informed decision making.

Key Points followed from the response flow chart:

1. If there has been a direct or indirect disclosure the Principal, Deputy Principals nominated staff member is informed immediately once the student is kept safe.
2. A Risk Management Plan is followed if the child has an established plan. Parents/ guardians are contacted and notified of concerns for the student. The importance of a supportive response to their child's disclosure is emphasised to parents.
3. A risk assessment by a trained staff member may take place. The child may be referred to an external assessment when a trained staff member is not available or further risks are identified for the child. Students are advised of limits of confidentiality, with the students aware that only the necessary information in relation to the risk may be shared with appropriate family members and school personnel as part of planning support.
4. The school considers the implementation or revision of a Risk Management Plan for the students in need and their families for further planning and on-going support.

School Policies and Guidelines

Bring your own device (BYOD)

At Makybe Rise, selected classes are BYOD and encouraged to bring a personal iPad to school every day. Explicit guidelines and protocols for the responsible use of personal devices are unpacked at the beginning of the year when students and their parents sign an iPromise agreement, and it is revisited regularly throughout the year.

Breaches of BYOD agreement may result in losing the privilege of using a device and contribute to loss of additional privileges as per the 'Good Standing' policy.

Mobile Phones

Mobile phones and other electronic devices (including smart watches and listening accessories) are not permitted for student use during school hours, unless for medical or school directed educational purposes, as per department policy.

A failure to adhere to expectations as set out in the Makybe Rise Mobile Phone policy will result in

- A reminder by teacher that the item be stored in a secure drawer in teachers' possession.
- Continued reluctance to meet policy requirements will result in a member of the leadership team being called to collect the item to store in the office, and a call made to parents to collect the item at the end of the day.
- Potential loss of privileges as per the Makybe Rise Good Standing policy.

Drugs and Alcohol Policy

The use of illicit substances, and misuse of prescription medication is prohibited. We are proactive in providing our students with a developmentally appropriate education around the long- and short-term impact of inappropriate drug and alcohol use for not only themselves, but those around them.

Our explicit Health Education program also includes an annual incursion from Life Education, and is further strengthened with explicit Protective Behaviours sessions, aimed at empowering students with a sense of agency, encouraging personal safety and active response.

Students found to be in possession of or under the influence of illegal substances will instantly be referred to the Principal or Deputy Principal. Contact will be made with parents and the Police.

Our Anti-Bullying Approach

At Makybe Rise PS, bullying is not tolerated. Everyone has the right to feel safe at all times to feel happy and valued, and to be treated with respect. The school explicitly teaches positive behaviour through the implementation of the Friendly Schools PLUS program. Friendly Schools PLUS draws on 13 years of extensive and rigorous research by the Child Health Promotion Research Centre (CHPRC) into best practice to build social skills and reduce bullying in school communities.

Bullying is defined as a behaviour that is repeated, purposeful. It is where there is an imbalance of power and there is no remorse. Bullying can be physical, verbal, social and cyber.

At Makybe, we explicitly teach Health lessons that focus on developing awareness of bullying and bystander behaviours; how to overcome feeling unsafe through the explicit Protective Behaviours program; and what it means to form and maintain positive, meaningful and respectful relationships through the Friendly Schools Plus program.

Students are encouraged to respond to playground and classroom conflict by saying

1. STOP! I don't like it
2. Moving away
3. Immediately telling a trusted adult.

Students can approach a duty teacher, their classroom teacher or a member of the school leadership/ student services team. Students can also approach a playground champion. These are student leaders in orange vests who can be found in all areas of the school, during playtimes.

Management of Aggression

Makybe Rise Primary School does not permit the use of aggressive behaviour under any circumstances.

For the purpose of this policy, aggression is defined as any incident where a person is abused, threatened or assaulted on school grounds. The key issue is that aggression creates a risk to health and safety, as well as impacting on the school's climate. All students have the right to learn in a calm environment, and all staff members have a right to work without fear of violence or abuse.

Examples of aggression include but are not limited to:

- Verbal or physical abuse or threats
- Scratching, biting or spitting
- Use of a weapon or throwing objects

In many instances, a severe consequence will be sanctioned in response to a student's aggressive behaviour. This includes use of suspension. Please refer to the suspension guidelines within this document for further information.

When dealing with aggressive behaviour on school site, the following principles underpin our management of incidents:

- The priority is the safety of all members of the school community
- We seek to prevent aggressive incidents at the school at all times
- We facilitate fair and just intervention including restorative practice strategies
- We seek to support students, parents and school personnel following an incident
- Police will be contacted when there are safety concerns beyond staff capacity to manage.

Suspension & Exclusion

Suspension

A suspension is mandatory leave assigned to a student that can last anywhere from one day to ten days, and only a Principal can sanction the use of a suspension. In determining whether a student's misbehaviour is serious enough to warrant a suspension, the Principal will consider the safety, care and welfare of the student and wider school community. The duration of a suspension is determined by the seriousness of the misbehaviour, the impact of the misbehaviour on others and the level of planning required prior to the student returning to school.

In some circumstances, the following actions may be taken prior to a suspension:

- Appropriate personalised learning and support strategies applied
- A formal conversation with a deputy outlining behaviour concerns.
- Referral to the Student Services Team for support
- Discussion with the student and parent regarding a specific behaviour which the school deems unacceptable which may lead to suspension
- A formal written warning detailing the inappropriate behaviours, as well as, clear expectations of behaviour requirements

In some instances, the Principal may determine that a student should be suspended immediately. This is often due, but not limited to, reasons such as the safety of other students or staff.

Automatic suspensions

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

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

Categories of Suspension

This section provides an overview of the types of behaviours that may result in a suspension. This is a guide and the individual facts of each case will determine whether a suspension is appropriate response for the student's misconduct. The categories are as follows:

1. Physical aggression toward staff
 2. Abuse, threats, harassment or intimidation of staff
 3. Physical aggression toward students
 4. Abuse, threats harassment or intimidation of students
 5. Damage to/ or theft of property
 6. Violation of schools code of conduct or school or classroom rules
 7. Possession, use or supply of substances with restricted sale
 8. Possession, use or supply of illegal substances(s) or objects
 9. Other
0. E-breaches

Ultimately, the professional judgement of a Principal will determine whether a suspension is a suitable strategy.

Weapons

Any student is found to be in possession of a weapon in school or during school activities will instantly be referred to the Principal or Deputy Principal. Contact will be made with parents and a suspension handed down due to the severe breach of school code of conduct.

The Rationale for Use of Suspensions

Suspension is used when a breach of the school Code of Conduct causes significant disruption to the student, other students or staff, and is for the purpose of providing an opportunity:

- For the student, other students and staff to calm and recover
- For all to reflect on and learn from the incident, including where appropriate, participating in restorative processes
- For the school to evaluate existing behaviour support plans, meet with any internal or external stakeholders, seek advice on how better to support the student, and put in place any adjustments to plans, resources, staff or strategies that may be required
- For the parent or guardian to meet with the school to discuss how to improve coordination between school and home to help the student behave appropriately at school.

A meeting will be held to provide an opportunity for all parties to be heard. We believe that collaboration, setting clear expectations and involving the student in the re-entry process leads to a successful reintegration. Therefore, it is of utmost importance that the suspended student (along with the appropriate caregiver) meets with a member of the school leadership team prior to returning to the school.

Repeated suspensions (with limited improvement) may lead to the student being transferred to an alternative program, and in some circumstances, may lead to the Principal pursuing an exclusion process. In these circumstances, the Principal will meet with the family to inform the student is at-risk of a 'recommendation for exclusion' and provide documentation.

Exclusion

Exclusion is a response to a student's severe misbehaviour and is defined as a set period of time where the student cannot attend the school. Exclusion will be considered where it can be demonstrated to the Director General that:

- Other forms of behaviour response have been exhausted; or
- The student has committed an act so extreme that its impact prevents the school from re-establishing a safe, caring and supportive environment for the student.

Exclusion is used when the breach of school discipline causes extreme disruption to the good order and proper management of school, in the context where;

- Ongoing breaches have occurred and intensive support has been provided by the school to the student including;
 - Multiple cycles of planning, implementing and evaluating behaviour support in an attempt to help the student successfully meet behaviour requirements; and
 - Effective coordination by the school, including taking advice from Regional and Statewide Services Behaviour and Engagement Support Staff, as well as any appropriate external agencies;
 - The existing school environment is clearly contributing to the student's difficulties in achieving desired behaviour, and the Principal has taken all reasonable measures to change this environment; and
 - In the context of all of the above, the Principal, having taken advice and considered all options, considers that it is in the best interest of the student to move to an identified education program or setting; but the parent/guardian and student are not willing to undertake this move

The Principal may recommend to the Director General that a student be excluded from attending the school as part of the schools behaviour support plan. Only the Director General may exclude a student. Exclusion may be temporary or permanent.

An exclusion order is the most extreme sanction that can be applied to a student in a public school and as such should be reserved for the most serious breaches of school discipline. The Department continues to have responsibility for providing an education for any student who is excluded.

Appendix 1A-Good Standing Policy

MAKYBE RISE PRIMARY SCHOOL GOOD STANDING POLICY (Reviewed and Presented to School Board 30 October, 2023)

RATIONALE

The *Makybe Rise Good Standing Policy* works in conjunction with the *Positive Behaviour Support- Whole School Plan* and is committed to fostering a culture where all staff, students and families enjoy the care, mutual respect, and safety, essential for growth and learning.

Student Behaviour in Public Schools 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.

GOOD STANDING POLICY

All students start with good standing.

A student loses good standing after a breach, or series of breaches, of school discipline. These include, but are not limited to:

- o initiating a fight.
- o making physical contact with the intention to harm.
- o filming a fight.
- o use or possession of e-cigarettes and vapes.

If a student loses their good standing, they may be withdrawn from non-curricular school activities. The Principal will decide on when a student's good standing can be reinstated.

If a student loses good standing, the following will be communicated and discussed with the student and their parent/caregiver:

- o the reason for the loss of good standing.
- o what the withdrawal means for the student.
- o the plan to support the student to improve their behaviour.

As part of the restorative and educative approach to supporting students, staff will:

- o Assist the student to rebuild and repair the relationships.
- o Assist the student to reflect on their actions and consider the perspective of others.
- o Engage with the family and student to identify student need and provide specific behaviour support to reduce recurrence.
- o Provide a clear process for the student to regain good standing.

Appendix 2A-Behaviour Frequency Data

Behaviour Frequency Recording Sheet

Name:			Year Level:				
Teacher:			Date:				
Time	Zone				Subject	N°	Notes
08:30 - 09:00							
09:00 - 09:30							
09:30- 10:00							
10:00- 10:40							
10:45-11:15 Recess					Recess		
11:05-11:30							
11:30-12:00							
12:00-12:30							
12:30-01:00							
13:15-13:45 Lunch					Lunch		
13:30-14:00							
14:00-14:30							

✓	On task behaviour	5	Running off	11	Kicking/punching – furniture/wall/windows
A	Absent	6	Physical aggression on staff	12	Swearing
1	Refusal to follow instructions/noncompliant	7	Physical aggression on students	13	Damage to property (own or others)
2	Out of seat/displaying disruptive behaviour	8	Throwing items (including furniture)	14	Accessed self-regulation area
3	Refusal to work	9	Removed from classroom	15	Withdrawn from class
4	Left the room without permission	10	Shouting/yelling/screaming	16	Suspended
17	Disengaged without disruptive				

Appendix 2B-Functional Behaviour Analysis

FUNCTIONAL BEHAVIOUR ANALYSIS

INTERVIEWER:

STUDENT:

Where, when and with whom does the behaviour regularly occur? (e.g., Playground, break times, with peers)

Daily in each period in the classroom with adult and peers.

SETTING (factors that set up the behaviour)	TRIGGERS (triggers that set off the behaviour)	BEHAVIOUR (observed and quantified)	RESULT (as a result...)	FUNCTION (what does the student get/avoid?)

Appendix 2C-Positive Behaviour Management Plan

Daily Goals

Expected Behaviours

Unexpected Behaviours

Expected Behaviour Outcomes

Unexpected Behaviour Outcomes

Non-Negotiables

-

Appendix 2D- Escalation Profile

ESCALATION PROFILE

Student: _____ School: _____ Teacher: _____ Year: _____ Date: _____

CALM	AGITATION	PEAK	DE-ESCALATION	CALM
BEHAVIOUR •	BEHAVIOUR •	BEHAVIOUR •	BEHAVIOUR •	BEHAVIOUR •
STRATEGIES •	STRATEGIES •	STRATEGIES •	STRATEGIES •	STRATEGIES •
AVOID •	AVOID •	AVOID •	AVOID •	AVOID •

Parent signature _____	Date _____
Class Teacher _____	Date _____
Case Manager _____	Date _____

Appendix 2E- Risk Management Plan (RMP)

EXCURSION RISK MANAGEMENT PLAN

Name: _____ Class: _____ Year: _____

POSITIVE REINFORCEMENT PLAN

•

TARGET BEHAVIOUR

•

STRATEGIES

•

YES APPROPRIATE BEHAVIOUR? NO

TO AND FROM EXCURSION

•

AT/DURING EXCURSION

•

YES COOPERATIVE? SAFE AND MANGEABLE? NO

•

Parent signature:	Date:	Teacher signature:	Date:
Admin signature:	Date:		

