



Serpentine
Primary School

Behaviour Plan & Policy 2024

OVERVIEW

This Behaviour Policy for Students is designed to facilitate high standards of behaviour so the learning and teaching in our school can be effective and students can participate positively within our school community.

This plan has been developed in collaboration with our school community by conducting community surveys and asking for parental feedback from 2016 to 2023. The School Board have been informed and consulted throughout all key stages of implementation. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents also informed the development process.

All areas of Serpentine Primary School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our Behaviour Policy outlines our system for facilitating positive behaviours, preventing problem behaviours and responding to unacceptable behaviours. Through our whole school plan, shared expectations for student behaviour is clear and concise for everyone, assisting Serpentine Primary School to create and maintain a positive and productive learning and teaching environment, where all school community members understand the expectations and know of their role in the learning environment.

These expectations are communicated to students in a number of ways:

- Behaviour lessons conducted by classroom teachers.
- Reinforcement of learning from behaviour lessons at school assemblies and during active supervision by staff during classroom and non-classroom activities.
- Implementing proactive and preventative processes and strategies to support student behaviour:
- Dedicated sections of the school website & newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the School Behaviour policy for Serpentine Primary School delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs enabling staff to make the necessary adjustments to support these students.

RIGHTS & RESPONSIBILITIES

Students	Staff	Parents & Caregivers
<p>Students have the RIGHT to:</p> <ul style="list-style-type: none"> ✓ Learn in a purposeful, non-disruptive and supportive environment ✓ Work and play in a safe, secure, friendly and clean environment. ✓ Respect, courtesy and honesty ✓ Attend school, where pride in their school, work and appearance is promoted 	<p>Staff have the RIGHT to:</p> <ul style="list-style-type: none"> ✓ Receive respect, courtesy and honesty from students and the school community ✓ Teach in a safe, secure and non disruptive environment ✓ Receive cooperation and support from parents 	<p>Parents & caregivers have the RIGHT to:</p> <ul style="list-style-type: none"> ✓ Ongoing open communication about the academic, physical and social emotional development of their child ✓ Be informed of curriculum material, behaviour management procedures and decisions affecting their child's health, safety and welfare ✓ Be involved in the establishment and review of behaviour management plans ✓ Be heard in an appropriate forum on matters related to the rights of their child/children.
<p>Students have the RESPONSIBILITY to:</p> <ul style="list-style-type: none"> ✓ Accept responsibility for their own behaviour ✓ Show courtesy and respect to all members of the community ✓ Ensure their behaviour is not disruptive to the learning of others ✓ Respect personal belongings and school property ✓ Be punctual and organised for school and display a positive manner ✓ Behave in a way that promotes safety and well-being of others ✓ Report incidents of bullying 	<p>Staff have the RESPONSIBILITY to:</p> <ul style="list-style-type: none"> ✓ Model respectful, courteous, honest and non-discriminatory behaviour ✓ Establish and maintain positive relationships with students ✓ Ensure effective organisation and planning of the curriculum ✓ Report student behaviour, social emotional and academic progress to parents ✓ Display and discuss school values and expectations ✓ Consistently apply the school's behaviour management system ✓ Document misbehaviour and correctional strategies 	<p>Parents & caregivers have the RESPONSIBILITY to:</p> <ul style="list-style-type: none"> ✓ Ensure that their child attends school on a regular and punctual basis ✓ Ensure that their child is provided with appropriate materials to make effective use of learning environment ✓ Support the school in the academic, physical and social emotional development of their children ✓ Request a forum to discuss matters related to their child's behaviour, incidents, or the school's behaviour management policy ✓ Support the school in the implementation of the behaviour management policy

POSITIVE BEHAVIOUR SUPPORT

What is Positive Behaviour Support (PBS)?

Positive Behaviour Support (PBS) is a Western Australian Department of Education endorsed framework aimed at promoting and supporting positive behaviour choices in schools. It is an evidence-based approach which uses preventative, teaching and reinforcement-based strategies to achieve meaningful and durable behaviour outcomes.

Why PBS?

Improving student academic and behaviour outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioural practices. This is a focus for all staff at Serpentine PS. In 2016 we reviewed our BMIS policy and identified a need for a proactive whole school approach tailored to the school's ever changing context with the aim to:

- support improvement in academic outcomes
- raise the positive public profile of their school amongst parents and community
- ensure that everyone is consistently managing behaviour – both positive and negative
- improve the way behaviour is taught being managed
- increase teaching time and the positive feeling tone (climate) of the school and classrooms

A Whole School Approach to PBS

Using a whole school approach to promote positive behaviour across a school is the most effective way to develop a safe and supportive learning environment. In a whole-school approach:

- Expectations are simple, clear and explicit.
- Our school community (students, parents and school staff) work together to establish the expectations for behaviour.
- All students are explicitly taught the expected behaviours (respect, responsibility, aspire and perseverance).

Research shows that students are more likely to respond positively when they know what is expected of them and when responses to behaviour are fair and consistent. Some students will require additional support to learn the expected behaviour. A few students will require intensive support to assist them to learn appropriate ways of behaving.

PBS: CORE PRINCIPLES

We can effectively teach appropriate behaviour to all children. All PBS practices are founded on the assumption and belief that all children can exhibit appropriate behaviour. As a result, it is our responsibility to identify the contextual setting events and environmental conditions that enable exhibition of appropriate behaviour. We then must determine the means and systems to provide those resources.

Intervene early. It is best practices to intervene before targeted behaviours occur. If we intervene before problematic behaviours escalate, the interventions are much more manageable. Highly effective universal interventions in the early stages of implementation, which are informed by time sensitive continuous progress monitoring, enjoy strong empirical support for their effectiveness with at-risk students.

Use of a multi-tier model of service delivery. PBS uses an efficient, needs-driven resource deployment system to match behavioural resources with student need. To achieve high rates of success for all students, instruction in the school must be differentiated in both nature and intensity. To efficiently differentiate behavioural instruction for all students, PBS uses tiered models of service delivery.

Use research-based, scientifically validated interventions to the extent available. No Child Left Behind requires the use of scientifically based curricula and interventions. The purpose of this requirement is to ensure that students are exposed to curriculum and teaching that has demonstrated effectiveness for the type of student and the setting. Research-based, scientifically validated interventions provide our best opportunity at implementing strategies that will be effective for a large majority of students.

Monitor student progress to inform interventions. The only method to determine if a student is improving is to monitor the student's progress. The use of assessments that can be collected frequently and that are sensitive to small changes in student behaviour is recommended. Determining the effectiveness (or lack of) an intervention early is important to maximize the impact of that intervention for the student.

Use data to make decisions. A data-based decision regarding student response to the interventions is central to PBS practices. Decisions in PBS practices are based on professional judgment informed directly by student office discipline referral data and performance data. This principle requires that ongoing data collection systems are in place and that resulting data are used to make informed behavioural intervention planning decisions.

Use assessment for three different purposes. In PBS, three types of assessments are used: 1) screening of data comparison for total office discipline referrals, 2) diagnostic determination of data by time of day, problem behaviour, and location and 3) progress monitoring to determine if the behavioural interventions are producing the desired effects.

THE PBS TEAM

Purpose Statement

Our purpose is to develop and implement Positive Behaviour Support in order to improve behaviour, teach social skills and foster a positive attitude towards learning to achieve higher educational outcomes. It is our intention that this will develop a school culture which is consistent and based on a common language used by all.

What does PBS look like at Serpentine Primary School

1. Clear set of behaviour expectations are developed around our key school values (as defined in our matrix).
2. Behavioural expectations can be identified within 5 minutes of entering the school.
3. Students are able to state the behavioural expectations.
4. Students are recognised for positive behaviours.
5. Positive expectations and behaviours are explicitly taught and encouraged.
6. Data is collected and used for decision making.
7. It is a team-based approach.
8. Families are actively included.

The PBS Team

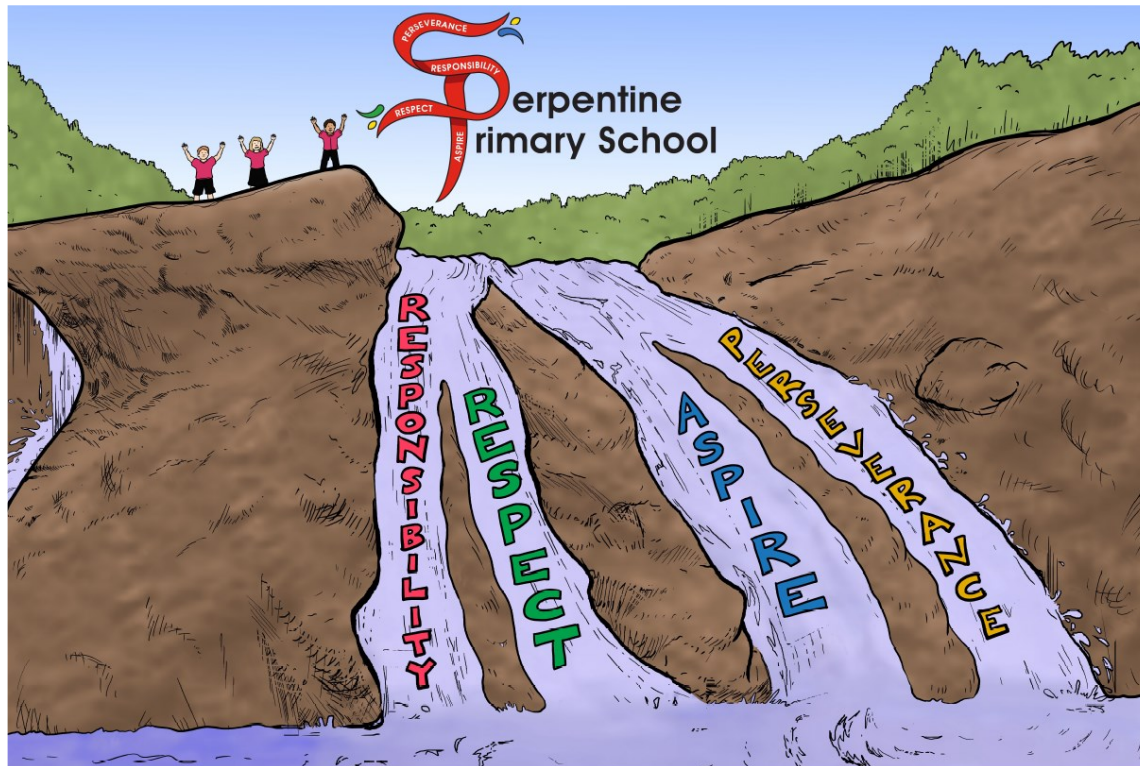
Serpentine Primary School has a dedicated PBS team appointed which consists of the Principal, Deputy Principal, Teachers and Education Assistants. However, the entire staff are committed and involved in the design and implementation of PBS. The team has a Team Leader, Internal PBS Coach, Data Manager, Communications Officer, Secretary and other team members, who meet on a fortnightly basis to drive the PBS action plan. The team is committed to fostering a calm, safe and positive school community. We work together to inspire students, their families and our staff to implement a consistent and culturally appropriate whole school approach to positive behaviour and academic success. The PBS team firmly believes that students are not born with bad behavioural traits; rather they do not possess the knowledge and skills to make positive behaviour choices within a school setting. Serpentine PS has taken a proactive approach to behaviour management through the development of four clear behaviour expectations.

SERPENTINE PS VALUES

Our Behaviour Expectations

At Serpentine Primary School, our behaviour expectations are:

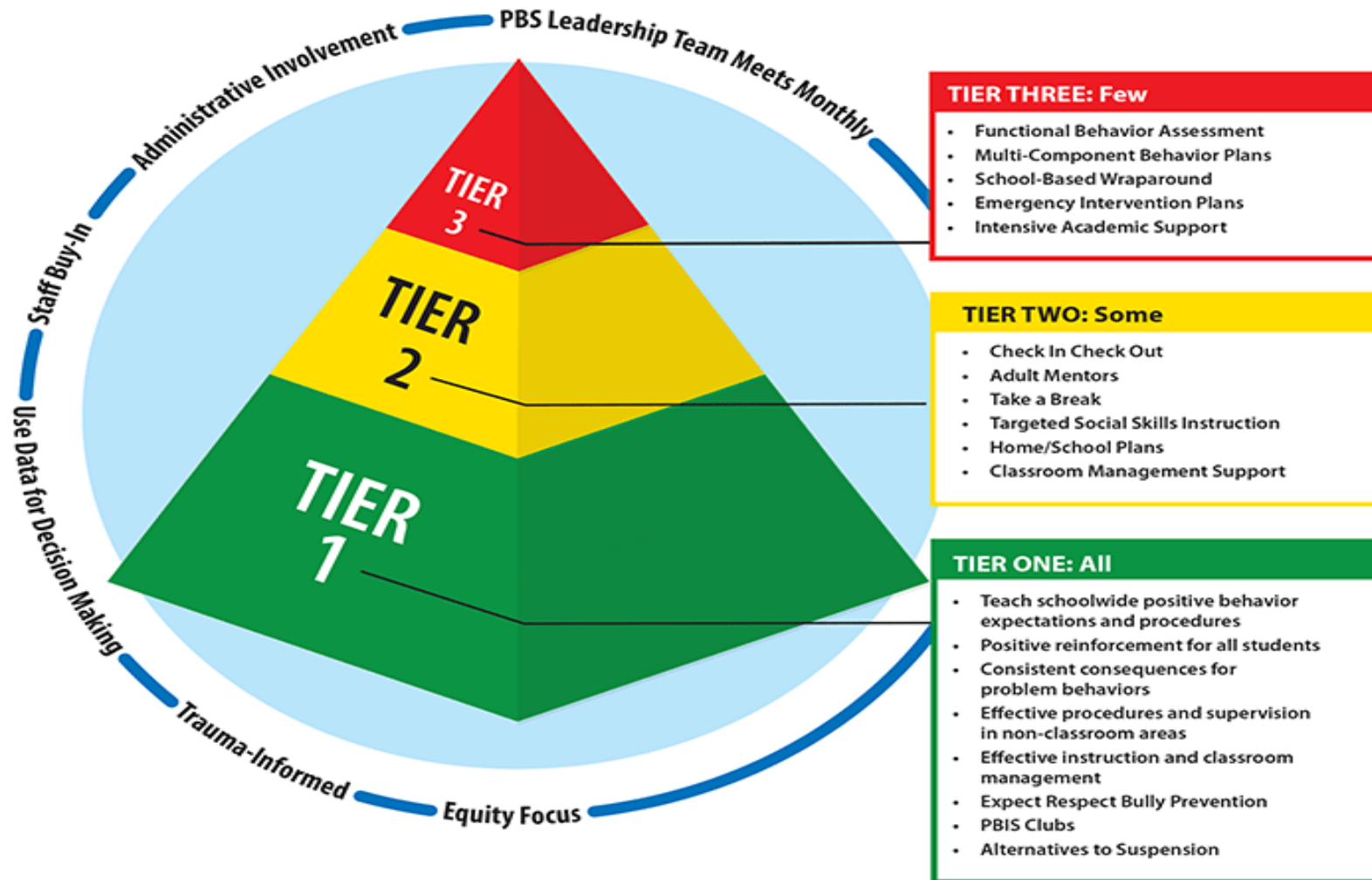
- **RESPECT** – **We are respectful** when we value or regard the worth of people or things and treat them with consideration, care and concern.
- **RESPONSIBILITY** - **We are responsible** when we are accountable for our actions at school and in the community.
- **PERSEVERANCE** – **We persevere** by learning how to work through challenges to achieve our goals.
- **ASPIRE** – **We aspire** to be successful learners, confident individuals and active citizens.



	Whole School	P.E.	Playground	Transitions	Library	Toilets	Special Events
Responsibility	<p>We are prepared and on time.</p> <p>We seek out assistance when needed.</p> <p>We admit mistakes.</p> <p>We choose our actions & our consequences.</p> <p>We follow staff directions immediately.</p> <p>We clean up after ourselves and put away materials.</p>	<p>We use equipment for its intended purpose.</p> <p>We stop, look & listen on the whistle.</p> <p>We follow the rules of all games.</p> <p>We wear our hats when outside and remember our drink bottle.</p>	<p>We wear our hats at all times.</p> <p>We stay inside school boundaries.</p> <p>We share and put away equipment.</p> <p>We are aware of others' personal space.</p> <p>We agree on rules before starting games.</p> <p>We put all rubbish in the bin.</p>	<p>We get a drink & go to the toilet on the 1st siren.</p> <p>We stand quietly, in two lines and wait for a teacher.</p> <p>We walk quietly between classes in two neat lines.</p> <p>We are prepared and on time.</p> <p>We hang our bags in the correct place and manner.</p>	<p>We return our books on time.</p> <p>We bring our library bags.</p> <p>We use our markers correctly.</p> <p>We return books in the condition we borrowed.</p> <p>We achieve our reading goals.</p>	<p>We wash & dry our hands after using the toilet.</p> <p>We report any issues we notice to a teacher.</p> <p>We use toilets for their intended purpose.</p>	<p>We perform our jobs/duties in a timely manner.</p> <p>We display appropriate levels of excitement.</p> <p>We are on time with required equipment and materials.</p> <p>We stay with our group and know where the teacher is at all times.</p>
Respect	<p>We actively listen to all speakers.</p> <p>We use appropriate manners.</p> <p>We takes turns.</p> <p>We use positive words when speaking to peers/staff.</p> <p>We keep discussion on topic.</p>	<p>We respect other people's personal space.</p> <p>We win & lose graciously.</p> <p>We display sportsmanship.</p> <p>We encourage & help others to be their best.</p>	<p>We include others in our games.</p> <p>We treat others and school property with respect.</p>	<p>We respect our own and others' belongings</p> <p>We place equipment in bags.</p>	<p>We treat books with respect.</p> <p>We are polite to library staff and use our manners.</p> <p>We use 30cm voice.</p>	<p>We clean up after ourselves.</p> <p>We understand that toilets are quiet places.</p>	<p>We take pride in our appearance.</p> <p>We greet visitors with courtesy.</p> <p>We respond appropriately for the performance.</p>
Aspire	<p>We present work to a high standard.</p> <p>We aim to do our best.</p> <p>We challenge ourselves & accept the challenge of others.</p> <p>We complete homework to</p>	<p>We aim to improve our skills during each lesson.</p> <p>We work & support each other in our teams.</p> <p>We help others develop their skills.</p>	<p>We are good role models for other students.</p>	<p>We model positive behaviours when walking around the school.</p>	<p>We have 100% returns.</p> <p>We select books we can read.</p> <p>We read daily.</p>	<p>We use the toilets only at break times.</p> <p>We make our way to and from the toilet in a timely manner.</p>	<p>We promote our school at all opportunities.</p> <p>We represent our school with pride.</p>
Perseverance	<p>We work the entire class lesson.</p> <p>We continue when tasks get difficult.</p> <p>We regularly set, work towards and reflect on our goals.</p>	<p>We always participate to the best of our ability.</p> <p>We persist even when we do not win or something doesn't go our way.</p>	<p>We display good sportsmanship and fair play.</p>	<p>We encourage others.</p> <p>We display appropriate behaviours.</p>	<p>We aim to finish books that we start.</p>		<p>We display exemplary behaviour.</p> <p>We ignore distractions and negative outside influences.</p>

MULTI-TIERED SUPPORT SYSTEM

Three-Tiered Model of Positive Behavioral Interventions and Support



TEACHING EXPECTED BEHAVIOURS

Tier 1 support is significant in that it moves the structural framework from reactive approaches to proactive systems change performance. This effort cohesively unites all adults in using 1) common language, 2) common practices, and 3) consistent application of positive reinforcement. There are many caveats to the training, planning, and implementation of PBS.

Why Do We Explicitly Teach Our Expected Behaviours?

Introducing, modelling and reinforcing positive social behaviour is an important step of a student's educational experience. Explicitly teaching our behavioural expectations and acknowledging students for demonstrating them is key to our success.

- They are necessary skills for success in life.
- Many students arrive at school without these important skills.
- They are the basis for a positive and safe climate.
- Doing so increases opportunities to teach other skills.

When Do We Teach Expected Behaviours

Each Monday at 1:45pm each class completes a PBS lesson to explicitly teach the expected behaviours, these lessons should be 10-20 minutes in length. Student leaders make a reminder notice to all classrooms over the PA and introduce/reinforce the target behaviour. Lesson outlines have been developed for each of the four behaviours and we have sourced and produced a range of resources to complement lesson delivery. Each term we will focus on one of the expected behaviours as per the schedule below:

Term 1—Responsibility, **Term 2**—Respect, **Term 3**—Aspire, **Term 4**—Perseverance

In addition, lessons are taught:

- At the beginning of school year.
- Often enough to achieve and maintain fluency.
- Before times when problem behaviours tend to increase.
- At teachable moments.

REWARDING EXPECTED BEHAVIOURS

How Do We Teach Expected Behaviours?

Tell – Introduce the expected behaviours and discuss why it is important

Show – Demonstrate and model

Practice – Role play expected behaviours in the relevant contexts

Monitor – Pre correct, supervise and provide positive feedback

Reteach – Practice throughout the day

Acknowledging, Reinforcing And Recognising Expected Behaviours —RRAP Rewards

At Serpentine Primary School students are rewarded when they demonstrate our expected behaviours outlined in our behaviour matrix. We have decided to use RRAP Rewards, an award-winning web-based rewards system created by Serpentine Primary School that engages and inspires students, this will reward students as they progress through their school life. Our aim is to provide a platform that will encourage students to develop a positive and healthy attitude to learning and we feel RRAP Rewards is a great way to maintain the behaviour and performance, encouraging our students to reach their maximum potential.

Teachers award pupils in Kindy to Years 6 with electronic points called RRAP Rewards when they demonstrate the behaviour in the matrix: respect, responsibility, perseverance & aspire. Students can check their RRAP Rewards balance by logging on to their account through the website. Students can save and redeem their RRAP Rewards on the rewards they want (selected by the Serpentine PBS team) from our school based store. All points are tracked using an online monitoring tool.

Kindy and Pre-Primary teachers use a modified version of the program designed for early childhood.

REWARDING EXPECTED BEHAVIOURS

Criteria for awarding points

RRAP Rewards are awarded to students according to the following criteria. One point behaviours and those which students demonstrate on a daily basis, 2 points behaviours are weekly, 5 points are awarded periodically and 10 points are awarded for special achievements.

	1 point (daily)	2 points (weekly)	5 points (periodically)	10 points (special event)
Respect	Any behaviour demonstrated on a daily basis e.g. using manners, active listening. Supports & encourages others.	Demonstrate excellent sportsmanship. Go above and beyond to care for and include others.	Visit to Principal's office.	Merit certificate.
Responsibility	On time, in uniform, ready to learn. Completes homework. Follow instructions.	Performs extra class or school roles to a high standard.	Visit to Principal's office. Green traffic light all week.	Merit certificate.
Perseverance	Working hard in a lesson to improve. Embrace challenges.	Complete additional work/tasks voluntarily.	Visit to Principal's office. Most improved result on assessment/project. Achieving a written goal.	Merit certificate.
Aspire	Producing work to the best of their ability.	Improvement in results e.g. Test score, reading level, magic words.	Visit to Principal's office Top mark on an assessment/project.	Merit certificate .

REWARDING EXPECTED BEHAVIOURS

Becoming a 'SERPY' Star

As students move through primary school, they accumulate RRAP and progress through the 'Serpy' Star levels. There are six levels that students reach which reflect the amount of RRAP earned throughout their primary school lives. As students reach each level they receive a special wrist band and certificate at the assembly and earn the right to participate in a special activity.

Level	RRAPs
Star	500
Champion	1500
Idol	3000
Hero	5000
Legend	7000
VIP	9000

Merit Certificate

All merit certificates have been redesigned to reflect the four expected behaviours at Serpentine PS. Students are awarded a merit certificate when they demonstrate excellence in any of the four behaviours. When students receive a merit certificate they are also credited with an additional 10 RRAP Rewards for that behaviour.

Faction Rewards

Each term the faction which accumulates the most points that term will be entitled to a special reward of additional recess and lunchtime. There will also be a special reward and plaque for the faction which earns the most RRAP Rewards across the year.

RESPONDING TO INAPPROPRIATE BEHAVIOUR

At Serpentine Primary School our aim is to develop behaviour management approaches which:

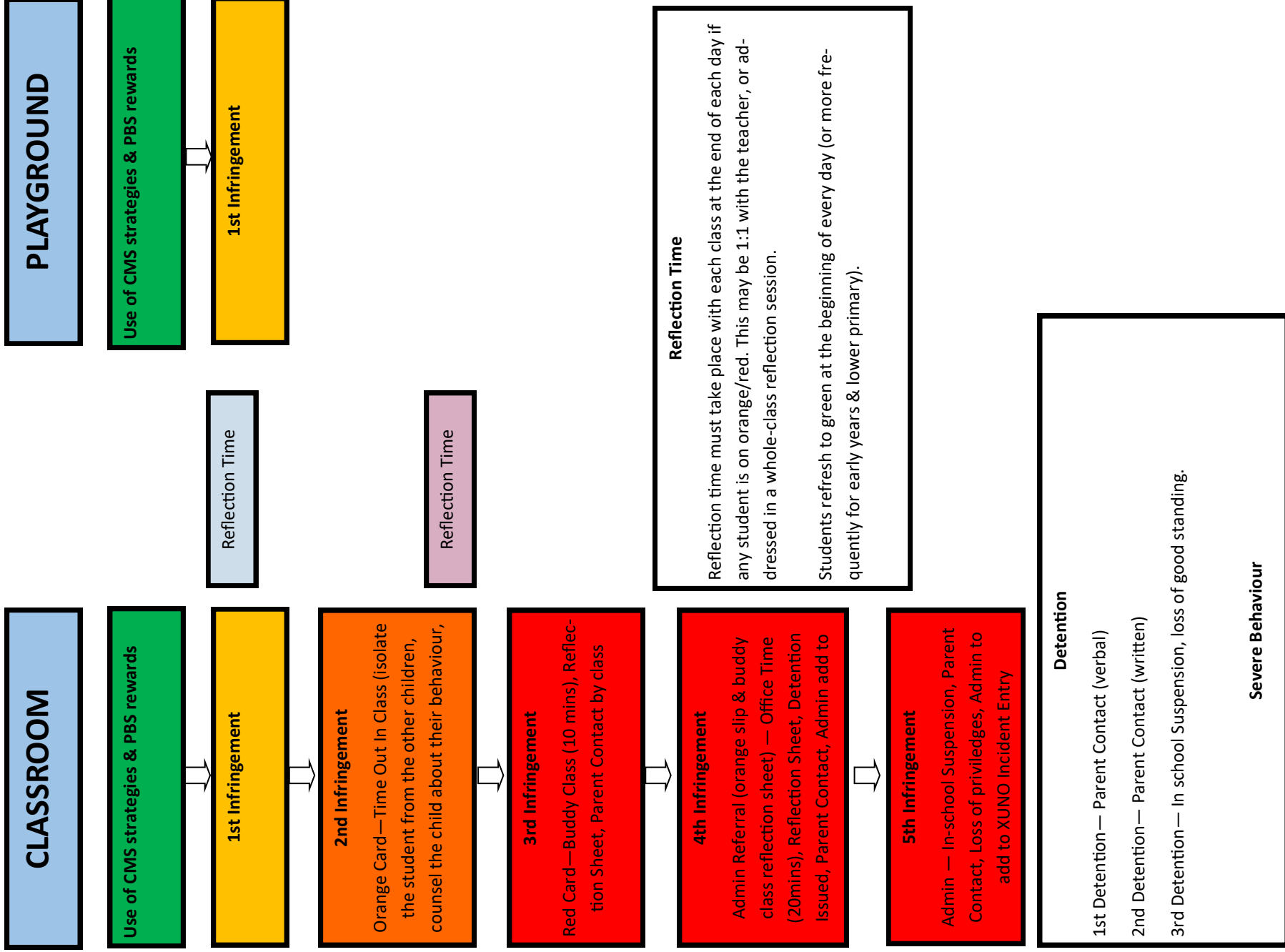
- Are preventative in nature; focus on early intervention.
- Focus on changing behaviour.
- Promote pro-social behaviour, student wellbeing and the development of self-discipline.
- Create a caring environment where the rights & responsibilities of all individuals are recognised and respected.
- Recognise those members of the school community whose exemplary behaviour promotes a positive and caring school environment.
- Establish (teach) a set of whole school rules.
- Establish and enforce a clear set of consequences for individuals who do not accept their responsibilities and ignore rules, encouraging them to recognise and respect the rights of others.
- Establish procedures so conflicts can be resolved in a positive collaborative manner.

The development of appropriate and acceptable behaviour is a staff, parent and student responsibility. Its success is based upon the recognition of the dignity and worth of all individuals. Restorative approaches, and in particular reflective behaviours, has been introduced in a number of schools in Western Australia with great effect and is supported by the Department of Education's Anti-Bullying Policy.

Building of Relationships

In a social organisation like a school: building, maintaining and repairing relationships is critical. If we want to change behaviour we must have a clear idea of the behaviour we view as acceptable for the context of the learning environment. When we observe desired behaviour we need to reinforce it. When it is absent we need to teach behaviour that approximates what we are after. This should be done during a reflection. A focus on the behaviour rather than the person will help in maintaining a relationship that is potentially at risk.

STUDENT BEHAVIOUR FLOW CHART



RESTORATIVE PRACTICE

Restorative practice in schools aims to manage conflict by repairing any harm caused by behaviour and by focusing on strengthening relationships. What's fundamental about restorative justice (practices) is a shift away from thinking about laws being broken, who broke the law, and how we punish the people who broke the laws. There's a shift to: there was harm caused, or there's disagreement or dispute, there's conflict, and how do we repair the harm, address the conflict, meet the needs, so relationships and community can be repaired and restored. It's a different orientation. It is a shift.

Restorative practice values the individual and encourages students to learn from behavioural mistakes and make better choices in the future without destroying relationships. It is about redefining behaviour management as relationship management and is based upon a number of core beliefs.

- Behaviour Management (BM) should develop resiliency and build students' capacity to deal with conflict.
- Building positive relationships is central to Behaviour Management.
- Prevention of negative behaviours must be a priority.
- Behaviour Management is about supporting students to behave appropriately.
- Learning and behaviour are connected.
- Behaviour is learned, situational and contextual and always involves others.
- Ignoring negative behaviour sends the message "this is OK".

Restorative behaviour management practice works on the 'firm but fair' principle, where high expectations are coupled with high support, encouragement and nurturing. Being firm does not mean that everyone gets their own way. Being fair means that everyone:

- Has the opportunity to have a say.
- Understands the reasons for the decision.
- Has a shared understanding of what is expected.

As a reactive response, restorative processes allow all those involved to have a say, think about what happened and suggest ways that the harm can be repaired. This allows the perpetrator the opportunity to learn from their mistakes by encouraging empathy with the victim/s.

REFLECTIVE BEHAVIOURS

The basic philosophy behind 'Reflective Behaviours' is to change student behaviour, reduce conflict between the teacher and the student while developing resiliency and the capacity of our students to deal with conflict.

In the traditional classroom the teacher manages all behaviours be they small or large. If a student encounters a conflict situation, the teacher is the first port of call. 'Reflective Behaviours' addresses this situation by empowering students. 'Reflective Behaviours' provides the student with the language and tools to develop successful strategies for dealing with inappropriate behaviour that interrupts the learning environment. It provides the students with the language of 'Conflict Resolution.' Importantly it develops a platform for teachers to build a culture of changing behaviour – not managing behaviour. If implemented correctly it reduces 'head butting' between teacher and student.

If the 'Reflective Behaviours' system is carefully implemented into a classroom, and becomes an integral part of the classroom culture, behaviour problems are significantly reduced with even the most difficult students. Many of the potential conflict situations are diffused before they even reach the teacher.

For this system to be implemented successfully the classroom environment must be safe and conducive to risk taking. Students must be confident that they will be supported with their decisions when dealing with off task behaviours. The students must be made aware that all class members must be treated fairly and with respect. This may take a number of weeks to create and all parties involved need to be patient and supportive while the students learn to differentiate between off task unacceptable behaviour and personal idiosyncrasies. This occurs from the moment that students enter the classroom.

The classroom teacher initiates reflective discussions that look at the behaviours of the class and **not individuals**. This can directly relate to the focus behavioural routine of the school at that time, or another behavioural routine that needs addressing. Teachers will use the language of our values (respect, responsibility, perseverance, aspiration) and encourage **full sentence answers and reflections**.

REFLECTIVE BEHAVIOURS

Classroom Culture

In implementing 'Reflective Behaviours' into the classroom, time will be invested in establishing a classroom culture that is conducive to students having a voice in the classroom. There are a number of strategies that are used to do this. This is the teaching component, students are therefore taught:

- ✓ Appropriate feedback – Fair and ethical feedback.
- ✓ Considerations for others.
- ✓ A focus on supporting behavioural change.
- ✓ A focus on the behaviour not the student (restorative).

In creating a positive and supportive classroom that is free of put downs and negatives it is critical that the students understand that there is nothing personal about 'Reflective Behaviours'. It is the inappropriate behaviours that others do not like and not them. This differentiation is made constantly.

Reflection Time

At the end of the day all the students take part in a reflection of the day's behaviours and students are asked for their opinions, based on the whole classes behaviour throughout the day. This discussion is closely monitored and directed by the teacher. This provides the students with the opportunity to reflect on their behaviours and focus on making positive changes. Students return to green at the beginning of every day (refreshes may be more frequent for early years/lower primary). One-on-one reflections should occur with specific students.

Purpose wise, reflection time can be used as a 'check-in' at the start of the day, or a 'check-out' at the end of the day, and serves to catch any issues incoming or outgoing, ensuring teachers are aware that a student needs support. It can also serve to prepare students for change, while 'responsive circles' will occur when an issue has arisen and needs to be discussed. 'Learning circles' can find out what the children know or let students know what is expected of them. The process is ongoing and the learning opportunities infinite.

INTENSIVE SUPPORTS

When conventional approaches are not sufficiently effective to achieve the desired behavioural outcomes then intense behavioural intervention will be required. This usually involves the following strategies:

- Creation of a student behaviour plan and/or a student escalation profile to put in place additional strategies to support the student to make appropriate behavioural choice.
- Referral to school psychologist and/or appropriate medical professional.
- Referral to and assistance from the Engagement & Behaviour Team at the Department of Education.

Tips For Creating Individual Behaviour Plans for At-Risk students.

- Work from where the student is at, not where you want them to be. Observation of a student and an inventory of skills will identify strengths and skill requirements. Start with strengths and explicitly teach behaviours in required areas.
- Consider the student's cognitive ability, the resources and time you have available, and the current resilience and capacity of all involved for adopting new methods of managing behaviour or getting needs met.
- Start with an easy goal, not necessarily the most important: this supports success by teaching all involved (including the student) the process for changing behaviour, including how reinforcements will be utilised or accessed.
- Choose only one area to focus on at a time, for example, communication skills. Trying to spread intervention and support too widely can be draining and difficult to sustain. Prioritise and be consistent.
- Be specific: collect and collate specific information; write goals that are observable and measurable; and document one small task that you will work on each session/day/week to support change.
- Break larger goals into smaller ones to ensure success and maintain engagement. If the student is not sitting during any of the group mat time then a goal might be for the student to sit for one minute or one task and then leave, not for the student to sit for the whole group mat session.
- Consider motivation and reinforcements; we all respond to rewards. Celebrate small successes every session/day/week to give the student a reason to change. Use learning strengths and interests to motivate success. The Positive Partnerships Most Likely, Least Likely Recording Sheet may be used to document learning preferences.
- Consider the resilience of the student: how long can the student sustain the desired behaviour before needing to move to a preferred task or activity; what level of reinforcement will motivate the student to use the desired behaviour?
- Carefully consider and test what is in it for the student. For example: what benefits do they gain from the current behaviour (obtain something, avoid something, access a sensation); what benefits are there for the student (access to preferred tasks, reward system, removal from unpleasant experience) to change their behaviour and/or learn a new skill.

INTENSIVE SUPPORTS CONT.

- What environmental changes can make the activity/environment/interaction/routine more predictable and easier to understand? Consider: changes to instructions, examples, models and visual cues; break down tasks; give a concrete example; link to known information.
- Consider the information the student is receiving. Are instructions, rules, routines and expectations clear, concise and presented in a manner that the student may access, particularly when agitated?
- Consider that the student's behaviour may not necessarily improve steadily and consistently overtime. Fluctuations and 'ups and downs' can be expected dependent upon the student's previous learning patterns, motivation, health issues and other factors such as managing current changes. Consider improvements over a set period of time not day-by-day or session-by-session.
- When and how will the PBS plan be reviewed? What processes or procedures can be put in place to monitor progress in the various environments, routines and interactions of the Prep day?
- Continued concerns regarding behaviour may benefit from a comprehensive Functional Behaviour Assessment coordinated by a team member with appropriate experience and training.

GOOD STANDING POLICY

At Serpentine Primary School, we are committed to fostering a positive and respectful learning environment for all students. Our Good Standing Policy is designed to encourage responsible behaviour and provide a framework for addressing disciplinary matters. Please review the following guidelines:

1. Good Standing Status: A student will be considered to be in good standing unless they accumulate three detentions within one term or receive one suspension.

2. Detentions:

Detentions will be issued when a student:

- Receives a red card for the second time in a day as per the behaviour management (card) system.
- Commits a serious breach of school rules.

3. Loss of Good Standing: If a student accumulates three detentions within one term or receives one suspension, they will automatically lose their good standing. This means they will lose their privileges until they earn their good standing back (i.e. no incursions, excursions or clubs.)

4. Regaining Good Standing: To regain good standing, a student must achieve five consecutive school days without receiving a red card (buddy).

5. Camps and Excursions: If a student loses their good standing just before a camp or excursion and does not have the opportunity to earn it back before the event (i.e., within 5 days), the decision regarding their participation will be at the discretion of the school's leadership team. For instance, if a student loses their good standing the day before camp due to a 3rd detention within one term and the leadership team determines they can still attend due to insufficient time to earn it back, the student must regain good standing after the camp. If, however, the student had the opportunity (5 days) to regain good standing before the camp and did not do so, they will not be allowed to attend the camp.

6. Loss of Reward: Student who have lost their good standing in the term (despite whether they earn it back or not), is automatically excluded from the whole school end of term reward.

7. Review and Appeals: The Good Standing Policy will be periodically reviewed to ensure its effectiveness. Parents or guardians may appeal decisions regarding good standing in accordance with the school's established procedures.

APPENDIX



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Email: serpentine.ps@education.wa.edu.au
Telephone: (08) 9525 2257

Date: _____ Name: _____

K-2 BUDDY CLASS REFLECTION SHEET

Why were you on orange?

Why were you on red?

Now I feel ...



What will you do next time?

What do you need to do now?

Parent Signature: _____



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Date: _____ Name: _____

3-6 BUDDY CLASS REFLECTION SHEET

Why were you on orange?

Why were you on red?

Which of our four expected behaviours (respect, responsibility, perseverance, aspiration) were you not demonstrating? (Choose at least one)? How do you know?

How do you feel about the choice you made regarding your behaviour?

What strategies will you use to avoid getting detention today?

What will happen if you do not use these strategies?

Parent Signature: _____

Date: _____ Name: _____

S:\Admin\shared\Administration Staff\850 Students\865 Managing Student Behaviour (MSB)\Reflection Sheets.Docx

APPENDIX



Lefroy Street, Serpentine 6125
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JUNIOR OFFICE REFLECTION SHEET

Why have you been sent to the office?

How did your actions affect other students in your class?

What do you need to do now?

Parent Signature: _____ Date: _____

Office Use Only
 Student's Full Name _____ Office visit Date _____
 Staff in admin _____ Detention issued : Yes/No _____
 Parents Notified Yes/No _____ Entered into Gradexpert Yes / No _____



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Senior Office Reflection Sheet

Explain the reason you have been sent to the office.

Which of our four expected behaviours (respect, responsibility, perseverance, aspiration) were you not demonstrating? (Choose at least one)? How do you know?

What effect did your behaviour have on others? (e.g. teacher, class mates, guests)

Why were you not able to use the strategies on your buddy class reflection sheet?

What do you think should be the consequence of your actions?

Name _____ Year _____ Room _____

Parent Signature: _____ Date: _____

Office Use Only
 Student's Full Name _____ Office reflection Date _____
 Staff in admin _____ Detention Issued: Yes/No _____
 Parents Notified Yes/No _____ Entered Into Gradexpert Yes / No _____

APPENDIX



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JUNIOR DETENTION REFLECTION SHEET

Why have you got detention?

What should you have done instead?

What will you do next time?

Parent Signature: _____ Date: _____

Office Use Only

Student's Full Name _____ Detention Date _____
Staff on Detention _____ Staff Signature _____
Parents Notified Yes/No _____ Entered Into Gradexpert Yes / No _____

Date: _____ Name: _____



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Senior Detention Reflection Sheet

Explain the reason/s you have detention

Which of our four expected behaviours (respect, responsibility, perseverance, aspiration) were you not demonstrating? (Choose at least one)? How do you know?

What effect did your behaviour have on others? (e.g. teacher, class mates, guests)

Why were you not able to use the strategies on your office reflection sheet?

What is your plan to improve your behaviour?

Name _____ Year _____ Room _____

Parent Signature: _____ Date: _____

Office Use Only

Student's Full Name _____ Detention Date _____
Staff on Detention _____ Staff Signature _____
Parents Notified Yes/No _____ Entered Into Gradexpert Yes / No _____