Behaviour and Engagement Policy and Guidelines
Effective: 2024

Policy Statement

At Forrestfield Primary School we strive to create a safe, positive, inclusive, and culturally responsive environment that enables students to fulfil their learning potential and respects the rights of all students and staff. We are committed to utilising a multi-tiered system of support that is responsive to individual students' needs by:

- Using a whole school reward system to promote and reinforce positive social behaviours and interactions [TIER 1: 85% of students]
- Using positive corrective practices and restorative approaches to redirect and teach student appropriate behaviour in a timely and consistent manner [TIER 2: 10% of students]
- Developing Individual Behaviour Support Plans and/or Escalation Profiles to support students [TIER 3: 5% of students]

Principles of Behaviour

We understand that behaviour is learned, behaviour is influenced by the situation or context in which it occurs, behaviour serves a purpose, and behaviour is a form of communication. There are different functions of student behaviour:

- Gain or avoid sensory stimulation
- Gain or avoid an activity/task
- Gain or avoid a physical object
- Gain or avoid adult/peer interaction
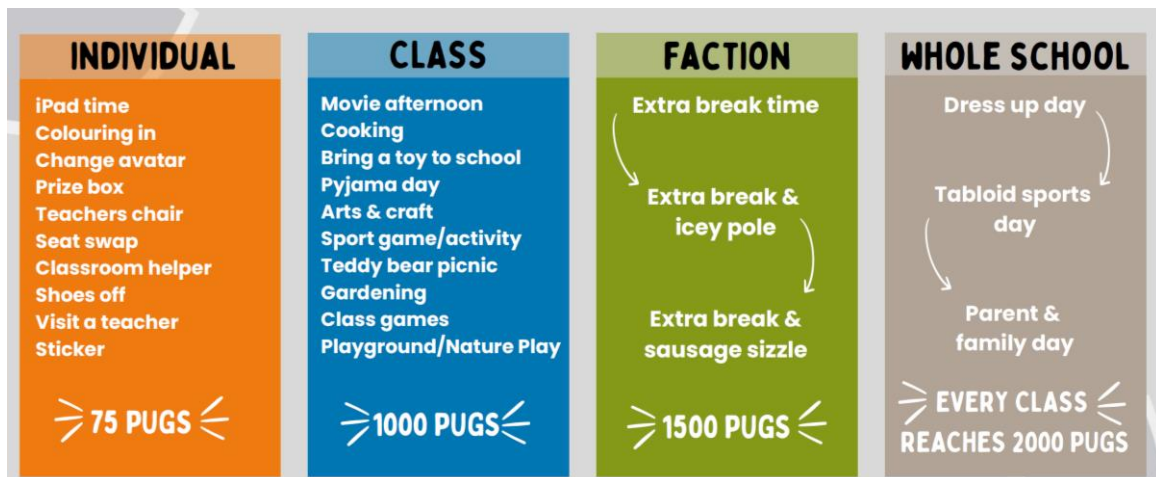
Desirable Behaviours

At Forrestfield Primary School we acknowledge, teach, and reinforce the following virtues:

HONEST — We own and take responsibility for our actions

BRAVE — We are resilient when facing challenges

STRONG — We persevere with our learning

HELPFUL — We work hard to improve the team

FAIR — We treat others equally and fairly

GENTLE — We show respect for self and others

EMPATHETIC — We consider the values and feelings of others

KIND — We are mindful of the impact of our words and actions

Proactive Strategies to Encourage Desired Behaviours

PUG Points:

- Students are rewarded with a PUG point for displaying desirable behaviours, which is recorded on Class Dojo under the relevant virtue
- Students are explicitly acknowledged for the virtue demonstrated and how it was demonstrated (e.g., "well done for being Strong by trying your best to complete your work")
- Students receive individual, class, faction, or whole class rewards once PUG targets are met:

INDIVIDUAL	CLASS	FACTION	WHOLE SCHOOL
iPad time Colouring in Change avatar Prize box Teachers chair Seat swap Classroom helper Shoes off Visit a teacher Sticker	Movie afternoon Cooking Bring a toy to school Pyjama day Arts & craft Sport game/activity Teddy bear picnic Gardening Class games Playground/Nature Play	Extra break time Extra break & icey pole Extra break & sausage sizzle	Dress up day Tabloid sports day Parent & family day
75 PUGS	1000 PUGS	1500 PUGS	EVERY CLASS REACHES 2000 PUGS

Other Incentives and Rewards:

- PUG certificates presented at assembly
- Individual classroom rewards (e.g., stickers, raffles, etc.)

Preventative Strategies to Reduce Escalations in Behaviour

Reduce Triggers:

- Elimination or modification of known triggers
- Implementation of routines to reduce the effects of triggers that cannot be removed

Explicit Teaching of Desired Behaviours:

- Explicit teaching and demonstration of desired behaviours and school expectations
- Students are redirected to desired behaviours at earliest signs of undesirable behaviours

Positive Relationships:

- Staff form and maintain positive relationships with all students
- Teachers build a sense of belonging within the classroom
- Students are supported to feel safe, valued, and engaged in the school

Appropriate Curriculum:

- Appropriately designed teaching programs aim to meet the needs of students by supporting and challenging their learning
- Implementation of modified learning to accommodate individual needs

Zones of Regulation (ZOR):

- Students are explicitly taught how to identify and regulate their emotions
- Potential triggers that may cause escalations in students' behaviour are addressed
- Students are monitored closely and respectfully encouraged to use specific strategies associated with each zone to self-regulate

BLUE	
	• Stretch
	• Go for a walk
	• Drink some water

GREEN	
	• Feeling good
	• Ready to learn
	• I can play

YELLOW	
	• Count to 20
	• Take deep breath
	• Go to a safe spot
	• Squeeze something

RED	
	• Walk away
	• Ask for a break
	• Get help

Engagement Norms:

- Classroom teachers provide an engaging and motivating learning environment
- Use of engagement norms to increase student participation

Pronounce With Me	Track With Me	Read With Me	Gesture With Me
Pair Share	Attention Signal	Whiteboards	Complete Sentences

Low Key Strategies:

- Use of low-key strategies to respond to minor behaviours and reduce escalations and/or interruptions of lesson delivery:

Winning Over	Signal to Begin	Transition	Planned Ignore
Active Scan	Type of Response	Praising	Non-Verbal Gesture
Come On Back	The Pause	The Look	Modelling Behaviour
Minimal Verbal	Private Dialogue	Proximity	Problem Not the Student

Circuit Breakers/Sensory Places:

- Regular Brain Breaks scheduled throughout the day to help students refocus their attention
- Sensory spaces are established in classrooms, equipped with activities to help students calm
- Explicit teaching of regulation strategies and how to use sensory resources appropriately

Self-Regulation:

- Staff are encouraged to take proactive steps to regulate their own emotions regularly, especially when responding to escalations in behaviour or undesirable behaviours

Minor Vs. Major Behaviours

MINOR BEHAVIOURS	MAJOR BEHAVIOURS
➢ Disrupting/interrupting lessons (e.g., calling out, talking when others are working)	➢ Abuse, threats, harassment, or intimidation of students and/or staff
➢ Refusal to follow instructions and/or complete work	➢ Physical aggression towards students and/or staff
➢ Minor property misuse/damage (self, others)	➢ Damage to or theft of property
➢ Unsafe behaviours (e.g., running in classroom, throwing objects in classroom)	➢ E-breaches (e.g., use of mobile phones, accessing inappropriate websites)
➢ Disrespect (e.g., answering back, screaming at others, swearing, talking over others)	➢ Undesired behaviour: - Being unsafe - Out of class for >5 mins, not in designated area - Persistent defiance, refusal to follow instructions
➢ Inappropriate use of technology	➢ Possession, use, or supply of illegal objects and/or illicit substances
	➢ Repeated minor behaviours

Good Standing Policy

All students at Forrestfield Primary School begin each school term with Good Standing. To maintain Good Standing, students must comply with the school's virtues and follow classroom expectations. Students will lose Good Standing if they:
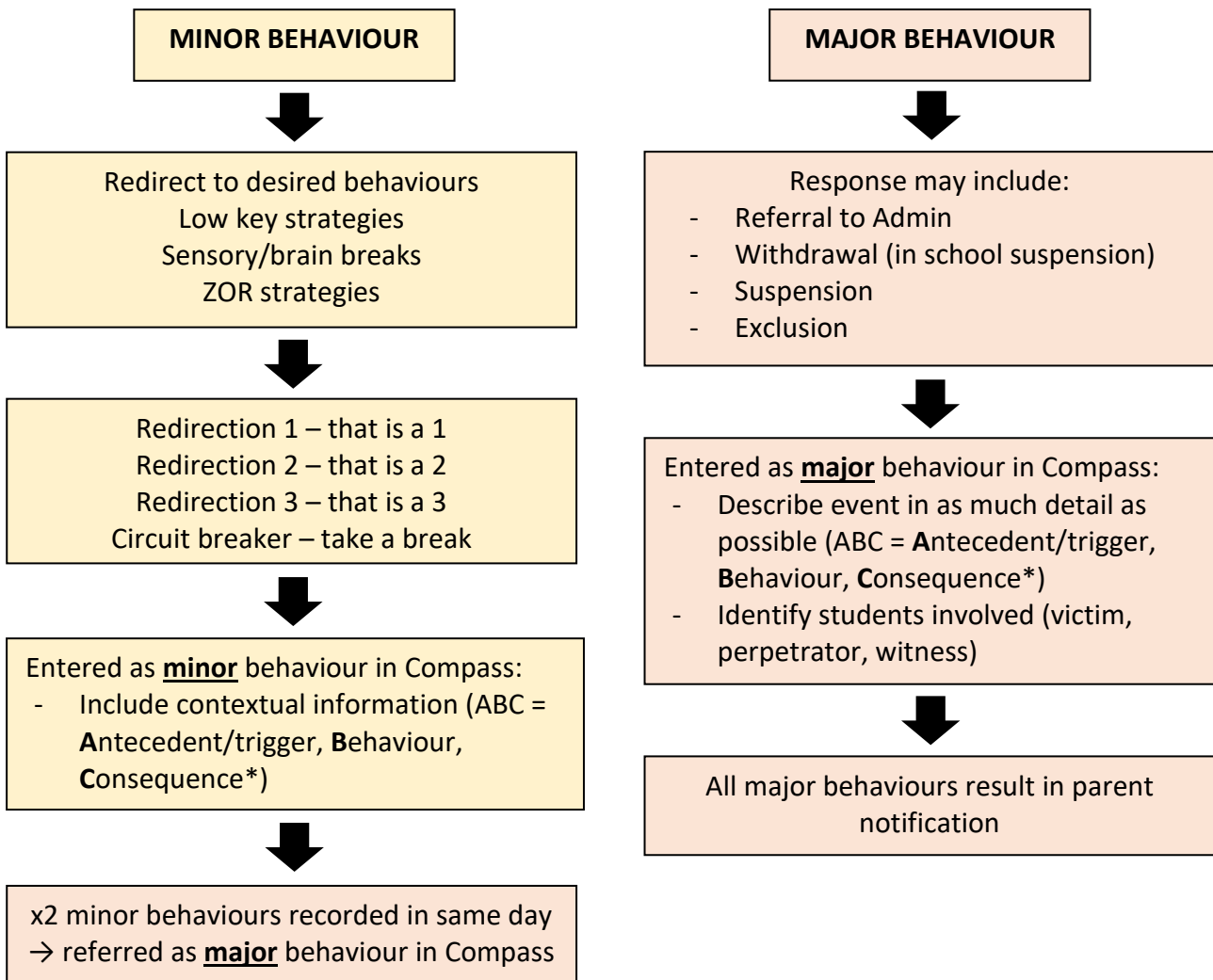
- Are suspended two (2) times in a term

Students who lose their Good Standing status:

- Cannot participate in whole class, faction, or whole school rewards
- Are to be placed on a Behaviour Documented Plan

Opportunity to Earn Back Good Standing:

- Students can earn back their Good Standing status by demonstrating positive change in their behaviour and by meeting the explicit guidelines in their Behaviour Documented Plan

Responding to Undesirable Behaviours

MINOR BEHAVIOUR	**MAJOR BEHAVIOUR**

MINOR BEHAVIOUR ↓

Redirect to desired behaviours
Low key strategies
Sensory/brain breaks
ZOR strategies

↓

Redirection 1 – that is a 1
Redirection 2 – that is a 2
Redirection 3 – that is a 3
Circuit breaker – take a break

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Entered as **minor** behaviour in Compass:
- Include contextual information (ABC = **A**ntecedent/trigger, **B**ehaviour, **C**onsequence*)

↓

x2 minor behaviours recorded in same day → referred as **major** behaviour in Compass

MAJOR BEHAVIOUR ↓

Response may include:
- Referral to Admin
- Withdrawal (in school suspension)
- Suspension
- Exclusion

↓

Entered as **major** behaviour in Compass:
- Describe event in as much detail as possible (ABC = **A**ntecedent/trigger, **B**ehaviour, **C**onsequence*)
- Identify students involved (victim, perpetrator, witness)

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All major behaviours result in parent notification

*Consequence is the outcome of the behaviour (i.e., how did the student respond, how did others respond, what did the student gain or avoid?)

Suspension

The following behaviours may result in a suspension:

- Targeted behaviour towards staff or students; verbal or physical (i.e., with intention to harm)
- Behaviour that puts the student, others, or school property at risk

The decision to suspend a student is solely at the discretion of the principal. Several factors will be taken into consideration, including:

- Events leading to student's behaviour
- Student's individual circumstances
- Potential impact of suspension on the student (e.g., impact on level of engagement at school)

Students who are suspended are required to participate in a re-entry meeting with their parents and the school's Principal.

Behaviour Documented Plans

Classroom teachers are to develop a SEN Behaviour Documented Plan for students who:

- Display ongoing and repetitive undesirable behaviours
- Have lost their Good Standing status

Individual Behaviour Support Plans

Identification of Students who Require an Individual Behaviour Support Plan:

- Students who receive 10 major behaviours in a term
- Students who continue to demonstrate ongoing and repetitive undesirable behaviours despite effective implementation of a Behaviour Documented Plan
    - Classroom teachers are to follow the whole school Request for Assistance process to request support from the Student Services Team

Functional Behaviour Analysis (FBA):

- Classroom teachers track the student's behaviour and complete the necessary documents (see below) to identify the function of the student's behaviour
- The Learning Support Coordinator and School Psychologist can provide support if required

Creating an Individual Behaviour Support Plan:

- Classroom teachers outline strategies to PREVENT triggers/setting events, TEACH replacement/desirable behaviours, and RESPOND to desirable/undesirable behaviours
- The Learning Support Coordinator and School Psychologist can provide support if required

Supporting Documents:

- ABC Data Collection – Behaviour Tracking Sheet
- ABC Assessment – Understanding the Behaviour
- Ecological Assessment Audit
- Functional Behaviour Analysis (FBA)
- Individual Behaviour Support Plan