



Borden Primary School

Good Standing Policy

Positive Behaviour Support (PBS)

Updated 2022



GOOD STANDING POLICY

In accordance with the Department of Education's Student Behaviour Policy, Borden Primary School has a Good Standing Policy as part of the Borden Behaviour Management Policy. At Borden Primary School, the Good Standing Policy supports our values of Be Respectful, Be Resilient, Be Your Best and Be Safe and Caring, by acknowledging and rewarding exemplary student behaviour and students who follow the Borden Primary School Behaviour Expectations. We believe every student should feel safe, nurtured and supported to learn in a welcoming, inclusive, collaborative learning environment.

The processes embedded within good standing requirements are underpinned by the following key principles of restorative practice:

- Positive interpersonal relationships are a major influence on behaviour.
- A culture of care supports all individuals in the school community.
- Cultural receptiveness and responsiveness is key to creating learning communities that foster mutual respect and inclusion.
- A restorative approach leads to individuals taking responsibility for their behaviour.

The Good Standing Policy emphasises the importance of students taking responsibility for the choices they make daily, which impacts academically and socially on themselves and others. The Good Standing policy is a part of and works in conjunction with 'Positive Behaviour Support' and the whole school Behaviour Management Plan and aims to provide regular acknowledgement and recognition for the majority of students who consistently behave and act accordingly to the Borden Values.

'Good Standing' is a status all Borden Primary School students are granted at the start of every five weeks. It is the responsibility of each student to maintain their 'Good Standing'. Students with 'Good Standing' are eligible to participate in Borden Primary School PBS rewards. Students who lose their 'Good Standing' may lose the privilege to participate in PBS rewards and various events throughout the school year. Examples: - social based activities including excursions, camps, interschool sporting events, sports days and graduation events.

Our 'Good Standing' is represented by a Golden Swoop for all students.

Good Standing is reviewed at Borden PS:

- Every 5 weeks

To maintain "Good Standing" students must:

- Follow the Borden Values and Behaviour Expectations
- Follow the Borden Behaviour Management Policy
- **Not** be involved in any major behaviour breaches:
 - Verbal abuse of other students
 - Verbal abuse of staff
 - Threatening other students
 - Threatening staff
 - Intimidating other students
 - Intimidating staff
 - E-breaches (technology misuse)
 - Cyberbullying at school (as stated in Code of Conduct)
 - Fighting (possible suspension)
 - Damage to property
 - Physical abuse of other students (possible suspension)
 - Physical abuse of staff (possible exclusion)

Students will lose “Good Standing”:

- Automatically for fighting; damage to property; physical abuse of other students; physical abuse of staff.
- For one suspension.
- For three withdrawals to the office.

Regaining “Good Standing”:

- Students will regain their Good Standing after completing 10 days of good behaviour.
- Teachers will fill out a daily tracking sheet using a star, sticker or tick to track the ten days of good behaviour.
- Once the child has reached ten days of good behaviour, the sheet is sent with the child to the office and the Principal will reinstate Good Standing.

Parent Contact Regarding Good Standing:

- All parents at Borden PS will be made aware of the Good Standing Policy
- All parents will be informed about Good Standing at “Meet the Teacher”.
- Students who automatically lose their Good Standing will have their parents phoned to discuss their loss, how the student will regain it and what specifically their child will miss out on as a result.
- Students who are ‘at risk’ of losing their Good Standing from withdrawals will have their parents contacted by their classroom teacher to notify of their status.
- Students who are regaining their Good Standing will receive a positive phone call to inform parents of how on track they are to regaining Good Standing.

The Borden PS Good Standing Policy is provided to maintain consistency in our decision-making processes. It is important to note that these are guidelines and if:

1. there are extenuating circumstances that have resulted in the negative behaviours; or
2. there is a significant period of positive behaviour since the previous negative behaviour

then, these factors will be considered and any decision to withdraw or maintain Good Standing will be at the discretion of the Principal.

Strategy for deciding on application of disciplinary measures

Borden Primary has a 1,2,3 approach when dealing with minor problem behaviour.

1. Observe problem behaviour, prompt, re-direct, re-teach
2. Provide choice & verbal warning.
3. If problem behaviour continues time out or buddy class.

If problem behaviour continues complete an office referral and send with student to The Principals Office where parent may be contacted. Classroom Behaviour Record is completed by staff member on Integris and/or actioned by the Principal.

As each situation involving negative behaviour in the classroom and playground is unique, mediation and consequences will differ. The Teaching staff and Principal will work through any issues with students and use discretion, depending on the contextual differences of each case. Strategies and consequences available to Principal once students are referred by Teaching staff to Step 5 include:

- Reflection Sheet
- Further counselling, mediation or warnings

- Restorative Practice
- Parent Interview
- Resolution via apology
- Letter of Concern
- Documented Plan
- Class withdrawal
- Loss of privilege
- Withdrawal of students from school activities
- Suspension
- Escalation Behaviour Profile
- Referrals to external agencies

Restorative Practice

Restorative practice is a strategy that seeks to repair relationships that have been damaged, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim. The rationale behind this approach is that when offenders reflect upon their harm to victims:

- they become remorseful and act restoratively.
- focus on the unacceptable behaviour of offenders rather than their moral character.
- this can lead to healthier interpersonal relations among members of the school community and more effective learning.

Withdrawal of Student from Classes, Breaks or Other School Activities

The Principal may withdraw a student from classes, breaks or other school activities as part of a school's planned behaviour support response. Applied as close as possible to the time of the breach of school discipline, withdrawal is used for the purpose of providing an opportunity to:

- calm in circumstances where the student has become unable to self-regulate; and/or
- reflect on and learn from the incident, including where appropriate engaging in restorative processes; and/or
- evaluate prior behaviour support and negotiate and plan adjustments that may be required; and/or
- continue a learning activity in a less stimulating environment.

Department requirements:

When a student is withdrawn, the Principal will:

- provide oral or written advice to the parent(s) that day or as soon as possible thereafter about the withdrawal. SMS notification is sufficient to satisfy this requirement;
- ensure that location and supervision arrangements account for duty of care at all times;
- ensure that the student is provided the opportunity to complete assignments or assessments to fulfil course requirements; and
- create a record for each student withdrawn showing:
 - reason for the withdrawal;
 - date, time and duration of the withdrawal; and
 - notification of parent.

Additional requirements include:

- Withdrawal must not affect the student's attendance. The principal will continue to provide accommodation, supervision and appropriate educational instruction for students who are withdrawn during school hours. This includes where a student is withdrawn from significant school events that occur during school hours, such as camps, excursions or sports carnivals;

- Withdrawal should have the minimal possible impact on a student's academic progress; and
- Any alteration of breaks must consider student needs, such as hydration; nutrition, or toileting.

Please Note: Withdrawal is distinct from regular classroom management strategies such as moving a student to a buddy class, a sensory space at the back of the room or the library, or the office of a school administrator. Similarly, teacher decisions in the context of their daily classroom management, such as asking a student to remain behind at the start of a break to briefly discuss their progress or actions, should not be construed as withdrawal.

Withdrawal is distinct from protective isolation. Protective isolation is a restrictive practice involving the isolation of a student from other students for the purpose of managing the student's emotional or physiological state in circumstances where that state is posing imminent risk of harm to self or others. Department requirements for using protective isolation are covered elsewhere.

Suspension of a Student from Attending School

Only the principal has the authority to suspend a student from attendance at school as part of a school's behaviour support plan. Suspension of attendance may be for the whole or part of each day during the suspension period. Suspension is used when the breach of school discipline 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; and/or
- for all to reflect on and learn from the incident, including where appropriate participating in restorative processes; and/or
- 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; and/or
- for the parent to meet with the school to discuss how to improve coordination between school and home to help the student behave appropriately at school.

Notwithstanding the above, suspension is to be understood as a severe sanction, reserved for use in severe circumstances. An automatic suspension will be applied to any student who:

- attacks or initiates a fight with another student; or
- records publishes/uploads to social media a video of fighting involving students of a government school.

Please Note: All absences from school reduce students' capacity to maximise opportunities for learning. The Principals should exercise due care in imposing periods of suspension, and should be mindful of the cumulative educational disadvantage risked by multiple absences.

APPENDIX A: CATEGORIES OF SUSPENSION

These categories are provided to facilitate state-wide consistency in systemic reporting about the bases for suspension; they are not a list of behaviours for which suspension is mandated.

Category 1: Physical aggression toward staff

Aggressive physical contact committed intentionally against staff.

Category 2: Abuse, threats, harassment or intimidation of staff

Verbal or non-verbal actions that are abusive, harassing, intimidating or threatening, including stalking, sexual harassment, sexual innuendo and manipulation.

Category 3: Physical aggression toward students

Aggressive physical contact committed intentionally against another student.

Category 4: Abuse, threats, harassment or intimidation of students

Verbal or non-verbal actions that are abusive, harassing, intimidating or threatening, including stalking, sexual harassment, sexual innuendo and manipulation.

Category 5: Damage to or theft of property

Direct or indirect damage to, or theft of, property.

Category 6: Violation of Code of Conduct or school/classroom rules

This covers student misconduct not addressed in any of the other categories that violate the school's Code of Conduct.

Category 7: Possession, use or supply of substances with restricted sale

This category covers use or supply of substances such as cigarettes, alcohol and prescribed medicines, that are not in themselves illegal, but the sale of which may be restricted to persons over 18.

Category 8: Possession, use or supply of illegal substance(s) or objects

The substances referred to in this category are those that are illegal under the Criminal Code. This includes weapons and illegal drugs.

Category 9: Other

Category 0: E-breaches

Breaches under the Students Online policy or Personal Use of Mobile Electronic Devices requirements. Includes breaches of an Acceptable Use Agreement; Appropriate Use of Online Services Agreement; and recording, distributing, or uploading of inappropriate images or messages of students, parents or staff with reasonable nexus to the school.

BEHAVIOUR AND DISABILITY

Some forms of disability may involve symptoms or manifestations over which the student has little control, but which may look like poor discipline. The Principal will take care when considering their response to a breach of school discipline when the apparent breach was committed by a student with disability. Relevant legislation Disability Discrimination Act 1992 [Cwlth] Disability Standards for Education 2005 [Cwlth] Equal Opportunity Act 1984 [WA]

Department requirements

The principal will plan and implement reasonable adjustments to assist students at Borden PS with disability to achieve desired behaviour. Where a student's actions breach school discipline, and these actions are the symptom or manifestation of a disability, the principal will not:

- on the basis of the student's disability, treat the student in a way that is different to other students such that this different treatment causes disadvantage to the student; or
- apply a standard that is intended to apply to all students, when that standard is reasonably likely to cause greater disadvantage to the student due to the student's disability than it would to

other students. In determining whether a student's actions are a symptom or manifestation of a disability, the principal will seek advice from suitably qualified persons. This may include the School Psychologist, Lead School Psychologist and/or the relevant School of Special Educational Needs.

COMMUNICATING WITH PARENTS ON STUDENT BEHAVIOUR

At Borden PS we will communicate with parents on student's behaviours in the following ways:

- Via ClassDojo, newsletter, assemblies, emails and phone calls
- In relation to discipline parents will be contacted in all instances verbally.
- Teachers will inform parents in person or on the phone for students who misbehave and reach Step 3.
- In the instance when students reach Step 5 the Principal will contact parents verbally or hold a meeting in person.
- Students with Behaviour Documented Plans will need to be in contact with parents on a regular basis (at least once every 5 weeks)

Documented Plans

At times, an individual student has difficulty consistently displaying the behaviours accepted by the school community. When these behaviours affect the learning of the individual or other students, the school has a responsibility to put in place additional support strategies. Implementation of a Documented Plan targeting the negative behaviours will be written. Support and assistance can be sought from the Principal for those interventions that may require external agencies or school psychology support.

A Documented Plan is a structured document that clearly outlines the behavioural concerns, the strategies that will be used to address these concerns, responsibilities of all stakeholders, the outcomes to be achieved and review processes. The plan is to be developed collaboratively with teachers, parents, students and other stakeholders to ensure all relevant information is gathered and considered to make the plan effective.

A Documented Plan requires regular review to assess the effectiveness of the strategies implemented and make necessary modifications. The strategies outlined in a Documented Plan must be in accordance with all relevant departmental policies and employ strategies that reflect current best practice.

COORDINATING WITH EXTERNAL AGENCIES

For students who require a Behavioural Documented Plan external agency support can be accessed through Principal and the School Psychologist. The Principal will ensure that parents are regularly informed with the services provided to the school to support with student behaviour and wellbeing.

BULLYING PREVENTION

The management of student behaviour is encompassed in the teaching and learning process. At Borden PS in order to promote pro-social behaviour and positive social interactions amongst staff and students; we use the Friendly Schools Social and Emotional Learning Program. This program provides opportunities for students to learn:

- Resilience;
- Positive Self-esteem;
- Empathy;
- Self-awareness;

- Self-management;
- Social Awareness;
- Relationship Skills,
- Conflict Resolution and
- Social Decision Making.

The program will enable students to engage positively with peers and form positive social friendships.

Common Understandings about Bullying

The issue of bullying is a sensitive one. It is the responsibility of Borden Primary School staff to implement strategies and procedures to promote positive relationships. The focus is not on the child, but on the negative behaviour they display.

Bullying is:

Bullying is defined as **repeated negative actions over time** by individuals or groups towards other individuals or groups. It involves an imbalance of power and can be verbal, psychological, relational, or physical forms of bullying. It can be direct or indirect in nature. Incidents can include:

- Being ignored, left out on purpose, or not allowed to join in;
- Being made afraid of getting hurt;
- Being hit, kicked or pushed around;
- Being made fun of and teased in a mean and hurtful way; or
- Having lies or nasty stories told about them to make other children not like them.

Bullying is not:

A one-off occurrence;

A negative act between two individuals of equal power.

Preventing Bullying

Students must understand their role if bullying occurs. They need to take responsibility for their own actions and play a positive role in decreasing incidents of bullying.

'Dobbing' is when a person tries to get attention or to get someone else into trouble.

'Asking for help' is when someone feels the situation is out of their control and they are unable to deal with it alone. If anyone sees someone else in this situation they should also ask for help.

What should we teach children to do if they are bullied?

Children of all ages at our school are to be taught through the classroom curriculum that when they have a problem they can:

- Try to stand up for themselves in a positive way;
- Try to talk with the person they are having a problem with;
- Walk away and ignore the person completely;
- Get help from a teacher or another person they trust;
- Ignore the situation and keep playing or working;
- Talk to a friend to get some ideas to help them make a decision; or
- Try coming to an agreement with the other person.
- All children are capable of bullying at some time and it is important for stakeholders to respond in a calm and helpful manner.

Who are Bystanders? A bystander is someone who sees bullying or knows that it is happening to someone else.

Bullying involves more than the students who are bullied and those who bully others. Most children report having witnessed bullying occurring. Bullying often continues because people who are involved do not talk about it and seek help. This includes people who observe bullying – the bystanders.

Children who are alone are more likely to be the target of bullying, so encourage children to be aware of others who are left out or on their own in the playground and encourage the inclusion of those who are left out or alone.

What can Bystanders do?

- If children see another child being bullied they should:
- Ask a teacher or support person for help;
- Let the person doing the bullying know that what they are doing is bullying;
- Refuse to join in with the bullying and walk away;
- Support the student who is being bullied; and
- Support their friends and protect them from bullying.

How we can help children to not bully others?

- By teaching Resiliency & Relationship Education;
- Talk to students about what is acceptable behaviour and what is not, e.g. “we should not tease people to make them feel bad”;
- Work together to establish simple values and expectations about how to treat each other;
- Encourage and provide opportunities for children to openly discuss bullying issues;
- Discuss friendship and help children make friends by encouraging them to play with other children at school, at home or in the neighbourhood; and
- Improve children’s self-esteem by encouraging them to have a go at new activities and think about their abilities in a realistic way.

AGGRESSION

Aggression towards students and staff will not be tolerated at Borden PS. Students who display aggressive behaviours will be closely monitored by staff and the Principal. Where possible, behaviour frequency data will be collected to identify triggers for aggressive behaviour to allow for development of a Behavioural Documented Plan. Where a student displays aggressive behaviour that is a risk to themselves or others, staff will use approved Team Teach techniques: guides, controls and holds. If Team Teach techniques are used multiple staff members will be present to ensure student safety and correct application.

DRUG AND ALCOHOL MISUSE AND EDUCATION

The possession or use of illegal substances by students at school is not acceptable under any circumstances. Being intoxicated does not excuse a breach of school discipline by a student. However, a breach of school discipline committed by an intoxicated student must be dealt with only after the safety and wellbeing of the student has been secured. Student intoxication on school sites or at school off-site activities is unacceptable. Staff will respond swiftly and consistently wherever a student is reasonably suspected of being intoxicated. These requirements relate to school disciplinary considerations only, and are not a complete guide for dealing with drugs or alcohol use by students. Drug and alcohol use by students will be responded to through health and education frameworks and the school behaviour plan. In circumstances where school staff have

reasonable grounds for belief that a student is intoxicated, ***the immediate priority will be the health and welfare of the student.*** A follow up priority is support and education for the student. It is the responsibility of the principal to report relevant matters to the police.

Through the SDERA Challenges and Choices Education program, Borden PS students are provided with opportunities to be drug and alcohol aware. If students are thought to be using or caught with drugs or alcohol at school or during school based activities, the Department of Education Child Protection Policy will be adhered to.

The following school based steps will be followed:

- Notification to principal
- Notification to police
- Monitor students' alertness, awareness and vital signs in the event an ambulance needs to be called
- Notification to parents
- Plans to be put in place to support the student
- Further education specific to context

PRESENCE OF WEAPONS

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

The following process will be used for dealing with weapons on the school site:

- If it is safe to do so attempt to negotiate the removal of the weapon from the child
- If unable to remove weapon, to protect students and staff, classes will go into Lockdown;
- If student who has the weapon is a risk to staff or students the Police will be contacted;
- Incidents involving weapons must be dealt with as a serious breach of school discipline and students suspended immediately under *Regulation 44(2) of the School Education Regulations 2000.*
- Department of Education Child Protection Policy to be followed if necessary for reporting.
- Education provided to student regarding the risks of weapon usage
- Support of students, parents and school personnel following weapon-related incidents, through School Chaplain, School Psychologist and teaching staff.

A weapon is 'anything serving as an instrument for making or repelling an attack'

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

RISK OF SUICIDAL BEHAVIOUR/SELF-HARM

In accordance with the Department of Education Behaviour and Well-being site, Borden PS will actively monitor known students with mental health issues who may be at risk of self-harm or potential suicidal behaviour and non-suicidal self-injury.

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

- Immediately contact the school psychologist (and/or Lead School Psychologist) and other members of the school student support team. Contact the Consulting School Psychologist – Suicide Prevention on 9264 5645 for expert advice if needed.
- Understand and action the school response plan to NSSI and suicidal behaviour to enable appropriate risk assessment, planning and support.
- Be alert to, record and respond to changes in the student’s behaviour.
- Consult the School Response and Planning Guidelines for Students with Suicidal Behaviour and Non-Suicidal Self-Injury¹ for reference and guidance.
- Refer to existing Department and school-based policies (such as Duty of Care for Students², Child Protection³ and Emergency and Critical Incident Management⁴).
- Submit an Online Incident Notification⁵ if the situation warrants this action.

MOBILE PHONES AND ELECTRONIC DEVICES

Mobile phones are increasingly prevalent in schools and many students carry them during the day. While parents provide mobile phones to their children for safety and other reasons, it is necessary that staff and students are not disrupted by mobile phones in classrooms. Students are required to switch their phones off before handing it to the teacher who will store them in a safe and secure place for the day. The phone will be returned to the students at the end of the day.

STRATEGY OF RECORD KEEPING

Documentation relating to student behaviour will be kept in the following formats:

- INTEGRIS
- Student Behaviour Forms (hard copy in main student file)
- Student Behaviour Forms (electronic copy in student file)
- Behavioural Documented Plan (in RTP SEN and Shared Drive SAER folder)
- Contact with parents regarding behaviour documented on Parent Contact form (copy in student file)

POLICY REVIEW PROCEDURES

The Positive Behaviour Support Team will reflect upon the implementation of our BMP on an annual basis, with a formal review to take place as required. Any staff, student, parent or community member may make a recommendation for review at any time. All recommendations will be considered and if accepted will be referred to School Council for endorsement.

1. As part of the induction process, new staff will engage in professional learning of the school’s behaviour management policy.
2. Regular behaviour management discussions will occur at Positive Behaviour Support Team Meetings
3. Students & parents will receive regular and appropriate information on our Behaviour Management Plan.