Ashburton Drive Primary School



Behaviour Support Policy and Procedures

2018

A dynamic, inclusive learning community striving for excellence

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Ashburton Drive Primary School Behaviour Support Policy and Procedures

Introduction

This Policy has been developed to articulate our school beliefs and processes about behaviour support at Ashburton Drive Primary School (**ADPS**).

Through the policies and procedures outlined in this document we will be working to achieve our school vision of "A dynamic, inclusive learning community striving for excellence."

Our purpose is to develop and implement Schoolwide WA PBS 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 which is used by all.

Links to DoE Policy

Department of Education (**DoE**) schools provide every student with the educational support the student needs to learn and maintain positive behaviour.

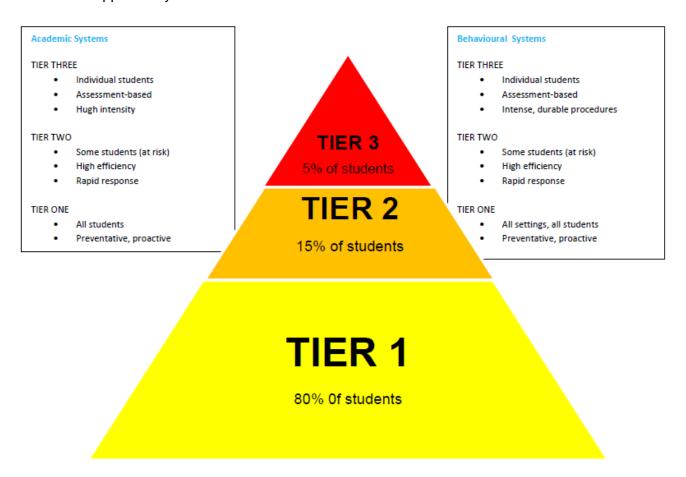
ADPS seeks to implement this through WA PBS, consistent and clear expectations and a school wide approach to managing and responding to unproductive student behaviour.

WA Positive Behaviour Support (WA PBS) at our school.

Improving student academic and behaviour outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioural practices and interventions possible. PBS provides an operational framework for achieving these outcomes.

WA PBS **builds** a **continuum of supports for staff and students**. At each level (or tier) there is an emphasis on **outcomes** in the form of agreed expectations for student and staff behaviour, and **data** to guide decision-making about what **practices** should be put in place to support student learning and social behaviour. There is equal emphasis on the **system** supports that will be needed to build fluency with new or revised practice among all teachers and staff within the school.

WA PBS is supported by a three-tiered model as follows:



- Tier 3 Intensive practices and systems for students whose behaviours have been documented as not responsive at tiers 1 and 2. Individualised to the specific needs and strengths of the student.
- Specialised practices and systems for students whose behaviours have been documented as not responsive at tier 1. Generally provided in a standardised manner in small student groupings.
- Tier 1 Practices and systems for all students and staff implemented across all school settings.

School Code of Conduct

Our school community values people who show they can:

Act responsibly
Do your best
Participate positively
Show care and respect

Roles and responsibilities of staff in implementing whole school behaviour support

Staff have a responsibility to:

- Model respectful, courteous and honest behaviour as required by the "Staff Conduct Policy";
- 2. Model and adhere to explicitly taught values and lessons as positive role models;
- 3. Ensure good organisation and planning;
- 4. Explicitly teach lessons from the WA PBS Programme to ensure children understand how to comply with expectations;
- 5. Report student progress in behavioural matters in keeping with the DoE requirements;
- 6. Plan and implement, with the support of the school administration, Documented Plans relating to behaviour and/or risk management plans as appropriate for students at risk;
- 7. Collaborate with colleagues to ensure whole school practices are implemented;
- 8. Ensure that the school environment is kept secure, neat and tidy; and
- 9. Establish positive relationships with students and parents.

Seven Essential Components of the WA PBS Framework.

The ADPS WA PBS Framework utilises the 7 essential components of the WA PBS framework to develop a common philosophy and approach to supporting student engagement at school.

1. Leadership

The WA PBS leadership team leads the school through a process of developing and gaining consensus on beliefs, expectations and procedures along with a written plan.

The WA PBS committee at the school has been established to lead the implementation of Positive behaviour Support at ADPS. The WA PBS committee comprises the Principal, Deputy Principal, staff members representing each phase of development – teaching and non-teaching and may also include student and community members. The WA PBS committee is led by a staff member (preferably *not* the Principal or Deputy Principal) and involves all staff in the process as a crucial final step.

2. Defining Expected Behaviour

Just as schools rely on the direction provided by their academic curriculums, success with student behaviour begins with clear behavioural expectations.

Our School behaviour matrix outlines expected positive behaviours to our students (Appendix #1). Teachers set expected behaviours by establishing classroom rules, in line with the behavior matrix. These are frequently reinforced through "classroom discussion" and the modelling of expected behaviour.

3. Teaching Expected Behaviour

Systematic teaching of the pro-social behaviours is a routine part of the school day using the same methods as teaching academic skills, through modelling, practice and feedback.

Staff at ADPS explicitly teach expected behaviours with weekly lessons which have been developed using the iSTAR format. A whole school approach is used where all classes teach lessons around a focus area determined by the WA PBS committee. These foci are publicised throughout the school including the school newsletter, assemblies and staffroom planning board, to ensure all staff and students are aware of the fortnightly focus.

Staff also choose a focus based on classroom needs.

4. Encouraging Expected Behaviours

Staff provide regular feedback to students about their behavioural progress, creating a school culture where pro-social behaviours are the norm. Staff are committed to encouraging expected behaviours through signage, reward systems, reinforcement, explicit and incidental teachings.

5. Engagement Strategies

Staff utilise engagement strategies to increase academic learning time and ultimately student engagement, while ensuring a positive and welcoming learning environment. These practices represent the facets of classroom teaching, that have been identified as evidence based practices to maximise learning for all students while minimising discipline disruptions. Ashburton Drive PS ensures core and safety of students through restorative practice, various scaffolding programs such as, Breakfast Club, School Chaplain, Individual Plans, Attendance Plans and Student Support Services.

6. Responding to Unproductive Behaviour

Unproductive behaviour also requires feedback and is viewed as a teaching opportunity – a chance to clarify and re-teach expectations. The same calm, instructional approach used when students make academic errors is used to correct behavioural errors. The development of a continuum of responses to behaviour provides staff with the tools to effectively respond to, and redirect, student behaviour.

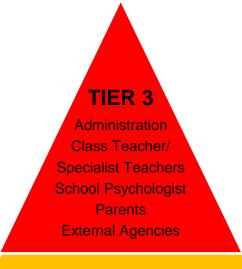
See Appendix 2 SEN Processes Chart

7. Ongoing Monitoring

The use of data focuses staff efforts by identifying areas in need of improvement as well as those operating well. Monitoring rejuvenates processes and practices by providing feedback or knowledge of results that promote consistent implementation and renewal. At Ashburton Drive PS data is used to monitor student behaviour and the PBS implementation process.

Student Behaviour Support Levels of Intervention

Who may be involved?



TIER 2

Class Teacher/Specialist Teachers
Administration
Parents
School Psychologist (as necessary)

TIER 1

Class Teacher/Specialist Teachers
Parents
School Psychologist/Administration (as needed)

Student Behaviour Support Levels of Intervention



Winning over:

- Politeness
- · Greet students at the door
- Personal interest
- Use of names
- Smile
- Humour
- Enthusiasm

Belonging:

- Safe environment
- Inclusiveness
- Parental engagement and communication

Low key responses:

- Signal to begin
- Transitions
- Type of response
- With-it-ness
- Proximity

- Scanning
- Body Language
- Facial Gesture

Instructional/Engagement Strategies:

- Lesson design
- Cooperative learning
- Framing questions
- Active participation
- Breakfast Club
- School Chaplain
- Student Support Services

- Attendance Plans
- Restorative practice
- Reward Systems
- Parental communication
- Social and emotional curriculum



- continue with strategies from Tier 1 +

- Count on 'Ready to Learn' chart
- Emotion coaching
- Smart ignore
- 'square off'
- either/or choice
- implied choice
- Functional Behavioural Analysis
- Development of Documented plan (May include IBSP, Emergency Response Plan, Risk Management Plan)
- Parent contact, where necessary

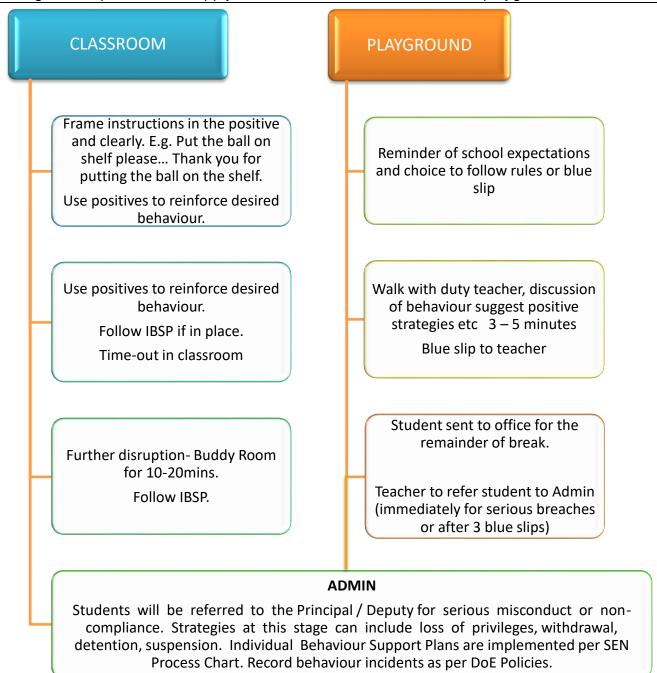


- continue with strategies from Tier 1 & 2 +

- Counselling
- Case Management
- Functional Behavioural Analysis
- Parent engagement
- Suspension/ Re-entry meeting/plan
- Development of documented plan (may include IBSP, Emergency Response Plan, Risk Management Plan)
- Detention/Withdrawal
- Psychologist referral for further investigation (Functional interventions)
- Referral to external agencies (SSENBE)

Behaviour Support Flowchart

All teachers will have their own classroom behaviour support plans, including rewards and consequences. It includes explicitly teaching children they have a choice when deciding on their behaviour. Expected behaviours are taught and modelled through weekly PBS lessons. The following consequences will apply in both the classroom and the playground.



Communicating to parents on students' behaviour

Positive Behaviour

Teacher/Administration contact with guardians

Class Dojo points

Class rewards/awards

Green letter from administration

Graduation awards

Attendance awards/medallions

Ashburtokens/Try-Athlon Certificates

Merit Certificates and assembly awards

Good Standing

Unproductive Behaviour

- 1. Teacher/Administration contact guardian concerning behaviour when deemed necessary;
- 2. Correspondence sent;
- 3. Three way meeting (parent, teacher and an administration member)
 - Identify
 - target behaviours
 - consequences/rewards
 - recording procedures
 - review schedule
- 4. Four way meeting (student, parent, teacher and an administration member)
 - Clarify
 - target behaviours
 - consequences/rewards
 - recording procedures
- 5. A copy will be provided for all meeting participants. It is suggested, but not considered essential, that all parties sign the agreement.
- 6. Plan, review, date and follow-up meeting where necessary.

Strategy for deciding on consequences

When deciding consequences, the school will take individual situations and student needs into account.

When a referral is made Administration staff:

- 1. Check all students involved are safe, physically and emotionally (de-escalated);
- 2. Establish the facts by investigating what has happened, taking the time to interview all students involved and other witnesses if necessary;
- 3. Utilise restorative practices when appropriate and timely, to rebuild relationships;
- 4. Apply consequences based on a variety of factors which may include, type and severity of incident, opportunity for learning positive behaviours and frequency;
- 5. Record information according to DoE Processes and share information on outcome of referral with admin team and relevant staff; and
- 6. Contact parents if deemed necessary (via phone or letter home).

Measures to address:

Bullying;

Clarify bullying vs conflict through explicit teaching (ISTAR lesson plan)

These are to be followed by teachers as a guide, and can be added or skipped depending on individual situations – in line with whole school Anti-Bullying policy.

- Acknowledge the student/s by actively listening to the issue. This involves asking clarifying questions such as "Who else was there?" "Were there any other reasons why the bullying might be occurring?"
- Interview all students that need to be questioned to gain a deeper understanding of the situation.
- Decide what action needs to be taken. Follow school procedures i.e. for playground behaviours issue a slip, for classroom behaviours name on board, reflection sheet etc. Low level incidents that should be handled by teachers include;
 - o Bumping
 - Staring
 - o Pushing
 - Spreading rumours
 - Social isolation
- For more severe incidents refer to an administrator. Ensure that documentation will be completed by either teacher or an administrator where appropriate.
 - Severe incidents that must be reported immediately to admin
 - Physical assault

- Racist comments
- Sexual comments
- Notify relevant stakeholders (admin, class teachers, parents) of issue, action taken and resolution where appropriate. Refer student/s for relevant counselling eg school psychologist, chaplain, 3-way conference, administration.
- Ensure to follow-up with the student/s to see that the issue has been resolved.

aggression;

Teachers have a duty of care towards all students and are required to ensure a safe learning environment. On occasions, challenging and violent behaviour from some students will compromise safety and the opportunity for other students to learn.

In consultation with admin staff and parents/caregivers, teachers will develop behaviour support and risk management plans for students who present with such challenging behaviours.

When students present with violent behaviour or aggression:

- If the incident is urgent, critical and dangerous, contact the police through the school principal.
- Restrictive practices, such as restraint, should only be used as a last resort and be part of a
 documented plan.
- In such cases, and in all other cases where restraint is used, the principal or delegate will submit an online incident notification.
- Consult with the parents, the school psychologist and the student services/support specialist to develop a documented plan.

drug and alcohol misuse by students, including provision of evidence-based drug and alcohol education;

Drug and alcohol education will form part of the schools Health Education Curriculum in line with SCSA Western Australian Curriculum requirements. Resources to teach these will be in line with DoE and relevant health authority evidence based approaches as well as the school's WA PBS and resilience programs. These programs will be re-evaluated and revised as updates become available.

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 in accordance with the steps in the behaviour flowchart. 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.

the presence of weapons on school sites;

A weapon is 'anything serving as an instrument for making or repelling an attack'[1]:

- *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.

[1] Macquarie Dictionary. The Macquarie Library, 2003.

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.

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

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

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

If the student declines to hand over the item which is likely to cause harm, the principal will, if deemed appropriate after considering the safety of other students and staff:

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

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

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

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

If the student does not have the item which is likely to cause harm on their person, the principal will:

 ask the student to open their bags and or tray and to cooperate with the search of the student's property.

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

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

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

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

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

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

The principal will:

- securely store the item;
- confirm the labelling of the weapon;
- accept responsibility for its containment prior to handing it over to police or, if appropriate, returning it to the student's parents:
- maintain a written record of names of all students, school staff, parents, police (if involved) and other individuals involved in the incident.

Guidance

In this document, "the principal will..." means that it is the principal's responsibility, as site manager, to manage its implementation. It does not mean the principal must personally undertake the duty. The principal is responsible for <u>what</u> must happen, but has discretion over <u>how</u> it happens on the site.

risks of suicidal behaviour and/or non-suicidal self-injury, including risks associated with cumulative harm from child maltreatment;

The school response will be in line with current DoE policies:

- 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 for expert advice if needed.
- 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.

Personal use of mobile and other electronic devices, and responses to breaches of rules

Mobile Electronic Devices (MEDs) include a range of devices including, but not limited to smartphones, tablets and laptops.

Mobile phones are not encouraged at school but if a student does bring a phone to school, it must be handed to the class teacher for safe keeping and collected at the end of the day. The school does not accept responsibility for lost or stolen phones. All other electronic devices such as iPads/tablets and electronic games are banned from school. Students are not permitted to take photos or electronic images on school premises without permission from a teacher.

Penalties for breaching the above rules will be as follows.

First offence-confiscation of the device and returned to a parent or carer + detention

Subsequent offences-confiscation of the device and returned to a parent or carer+ suspension

ADPS has a Computer Facilities and External Networks (ICT) Acceptable Use Policy. This policy outlines how all parties involved can work together to embrace the educational potential of Information Communication Technologies (ICT) within a safe and supportive environment.

Cyber Safety

Key Policy points are:

- Access to and content of technology use must always be referenced to curriculum and developmental educational needs of the students.
- Developing skills in the use of ICT is an important life lesson and can be used to engage and inspire students to fulfil learning potential in all curriculum areas.
- Staff have a duty of care to ensure students are safe in online environments and are taught the skills to avoid unsafe situations.
- Information created, produced, communicated, stored or accessed on school ICT are subject to monitoring by the school or DoE.
- Parents are informed that this policy is available from the school and are encouraged to assist staff in facilitating appropriate use of ICT.
- Staff and students (and their parents) are to keep passwords private.
- Students are expected to let teachers know of bullying or inappropriate content or unacceptable websites they find. These will then be dealt with following the Management Policy of the school.
- The protective behaviours encouraged in the school are:
 - 1. If you see something inappropriate on your computer screen then turn the monitor off immediately;
 - 2. Notify an adult who will take care of it for you; and
 - 3. Adult notifies the Administration team to deal with the incident, which may involve filtering that URL.

Any breach of this agreement will be dealt with as a breach of school discipline and consequences applied accordingly.

Record keeping and use of data in assessing the effectiveness of whole school behaviour support.

- Initial records are entered and maintained through the SIS Behaviour module.
- The WA PBS Dashboard draws information from SIS and this is presented and analysed at WA PBS committee meetings.
- Analysis of data informs foci for each term and assists school staff to monitor the effectiveness of programs and the WA PBS.
- Bi-annual parent and community surveys also monitor the effectiveness of school programs.

Ongoing Review

This Behaviour Support policy and procedures must be reviewed at least annually. In the event of a change to the DoE Student Behaviour Policy or a change to school procedures and policies, this policy needs to be updated as a matter of priority.

APPENDIX 1 - ADPS WA PBS Matrix

Passive Areas

Act Responsibly	Do Your Best	Participate Positively	Show Care and Respect
Play calmly	Be a good sport	Play fairly	Consider others
Play in the appropriate area			
Show self control	Have a go	Follow game rules	Use equipment appropriately
Walk	Build your skills	Take turns	Return equipment
Smart ignore		Use appropriate voice	Put rubbish in the bin
Return to class on time		Share equipment	Eat in the right area
Keep your hands and feet to yourself		Be inclusive	
		Encourage others	

Active Areas

Act Responsibly	Do Your Best	Participate Positively	Show Care and Respect
Play safely	Be a good sport	Play fairly	Consider others
Play in the appropriate area			
Show self control	Have a go	Follow game rules	Use equipment appropriately
Walk on paths	Build your skills	Take turns	Return equipment
Smart ignore		Use appropriate voice	Put rubbish in the bin
Return to class on time		Share equipment	Eat in the right area
Wear a hat		Be inclusive	
Keep your hands and feet to yourself		Encourage others	
		THINK before you speak	
		Is it True?	
		Is it Helpful?	
		Is it Inspiring?	
		Is it Nice?	
		Is it Kind?	

Classrooms

Act Responsibly	Do Your Best	Participate Positively	Show Care and Respect
Act safely	Stay on task	Be fair	Treat others as you want to be
Use self control	Persist	Accept differences	treated
Make wise choices	Be ready to work	Co-operate	Use manners
		Be organised	Help others
			Follow school dress code
Pay attention	Work neatly	Join in	Listen attentively
Clean up after yourself	Have a go	Encourage others	Look after your things
Use appropriate language	Ask for help if needed	Respect everyone's point of view	Get along with others
Keep hands and feet to yourself	Learn from mistakes	THINK before you speak	Ask before borrowing
Be punctual	Follow instructions	Is it True?	Allow others to work
Report problems		Is it Helpful?	Allow others to exit a room / space before
Smart ignore		Is it Inspiring?	you enter
		Is it Nice?	
		Is it Kind?	

Transitions (moving around the school)

Do Your Best	Participate Positively	Show Care and Respect
Follow procedures and routines	Consider the needs of others	Use manners
Line up quietly	Move quietly	Address people politely when entering a
Control sporting equipment	Allow others to exit a room / space	room
Control your personal items	before you enter	Knock, enter and make eye contact
Be punctual	Be friendly	Smile
Follow staff instructions	Set a positive example for others	Interrupt politely and appropriately
	· ·	Use people's names
	Follow procedures and routines Line up quietly Control sporting equipment Control your personal items Be punctual	Follow procedures and routines Consider the needs of others Line up quietly Control sporting equipment Control your personal items Be punctual Consider the needs of others Move quietly Allow others to exit a room / space before you enter Be friendly

Toilets

Act Responsibly	Do Your Best	Participate Positively	Show Care and Respect
Leave the toilets how you would like to find them	Be hygienic	Only use the toilets for toileting purposes	Respect the privacy of others
Turn taps off	Remember to flush	Wait your turn	Use manners
Use toilet paper responsibly	Wash your hands	Keep the toilet doorways clear	Flush toilets properly
Be timely	Use toilet facilities correctly		
Report problems			

Cyber

Act Responsibly	Do Your Best	Participate Positively	Show Care and Respect
Act safely on-line	Stay on the given task	Share equipment	Care for equipment
Hand in phones etc to teachers	Have a go	Take turns	Put equipment away properly
Stay on teacher directed websites and	Complete set activities to the	Share tips / expertise	Use computer equipment (chairs,
apps	best of your ability		computers, iPads, printers,
Report anything that makes you feel			headphones etc) appropriately
uncomfortable			Respect others' privacy
Acknowledge sources (include			Ask permission before printing
references) where appropriate			and/or saving
			Access ONLY your own folder
			Clear all apps and shut down iPads
			after use

Representing our School

Act Responsibly	Do Your Best	Participate Positively	Show Care and Respect
Act safely	Be polite	Follow social etiquette	Follow the dress code
Be in the right place at the right	Follow procedures and routines		Be respectful toward community
time			members
Stay off equipment before school	Follow instructions	Be polite	Wear school uniform
Go to the undercover area before	Use good audience manners	Use good manners	Show pride in our school
school		Use good audience manners	
Be aware of your surroundings			
Walk on pathways			
Board and exit transport safely			

ASHBURTON DRIVE PRIMARY SCHOOL - SEN PROCESS

IDENTIFY YOUR CONCERNS

- Be Specific
- Document your concerns and objectives: Put in writing your concerns about the student and email to the Deputy (SEN) so that SEN Planning can be enabled.

1.2 CONSIDER THE FOLLOWING ACTIONS

Support at this level is from the Learning Support Coordinator (when funded), Curriculum Leaders and

These leaders may support you by:

- Attending parent meetings to initially discuss concerns (DP)
- Supporting in the development of evidence based Documented Plans-strategies
- Ensuring that the SEN Process is followed
- Supporting any referral sto external agencies and referrals to Level 2 SEN if required.

Consult a Colleague

Talkto a staff member for advice or previous teachers and education assistants for extra information.

Check Student files

Check the student's school file in the office and SEN file for relevant information. Review previous SEN Plans and Integris activity notes.

Discuss with Parents

Meet with the parents/carers to get additional information and to establish a positive line of communication. Request copies of any documentation they may have. Please keep notes of the outcomes of these meetings and keep on file in student's folder.

Complete assessments

Determine if any assessments or formal observations are suitable to help build a profile of the student. Complete assessments. Ensure they are dated.

Anecdotal records

Ensure you have organised a system for your observations. Include date and time. Use precise and factual language. Store records on the shared drive in the child's individual student folder.

1.3 ADJUSTMENTS ENTERED ON **CLASS PROFILE SHEET**

Work with the Deputy to update the adjustments on the class profile spread sheet. Identify what level of adjustment will be required for that student.

DEVELOP APPROPRIATE DOCUMENTED PLANS (IEP/IBP/RMP)

- Inform the Deputy that you require a SEN plan to be set for the student.
- Use the data gathered above to develop appropriate evidence based plans. IEPs/IBPs to be developed using SEN Planning/Reporting to Parents tab.
- Goals/Objectives should be SMART and short. Reviewed every 8-10 weeks.
- All plans should be signed by a parent/carer.
- A signed copy of each plan should be placed in the student's SEN folder in the office.
- The parents/carers should also receive a signed copy.
- An electronic copy can also be placed on shared drive

1.5 SEN REGISTER

Ensure you have advised the Deputy of your actions so far in order to record this on the SEN register.

oal Setting

If NOT... Proceed to Level 2

IF YOUR PLAN IS WORKING ...

Continue to monitor and review for this student and keep the parents/carers informed regularly.

COMPLETE 'A Request for Referral' FORM

- The Deputy (SEN) can assist with the form if required.
- Submit to the Deputy (SEN)

- 2.2 MEETWITH THE DP
- Review Documented Plans Collect further data if required.
- Consider appropriate Level 2 interventions
- Update SEN File

2.3 IMPLEMENTACTIONS

- Implement Documented **Plans**
- DP (SEN) supports implementation if required
- Continually monitor and review.

IF YOUR **PLAN IS** WORKING...

Continue to monitorand review for this student and keep the parents/carers informed regularly. Keep SEN foldersupdated and liaise with DP to update SEN Register.

If NOT... Proceed to Level 3

3.1 CASE CONFERENCE IS ARRANGED

- DP arranges case conference with School Psych, CT and parents/ carers to discuss additional data collection, actions/ referrals
- Case conference minutes to be kept on file in SEN folders
- Work with DP to conduct an FBA interview if appropriate. *Behav iour

3.2 DP LIAISES WITH SCHOOL PSYCH

Decide whether to proceed with a referral for external agency support - SSEN etc. School Psych to support referral process.

3.3 ACTIONS FROM CASE CONFERENCE AND REFERRALS **PUT INTO PLACE**

- Referrals to external agencies, SSEN, CAMHS etc.
- Service Agreement from external agencies put into action.
- Work with DP to develop a Behaviour Support Plan if appropriate

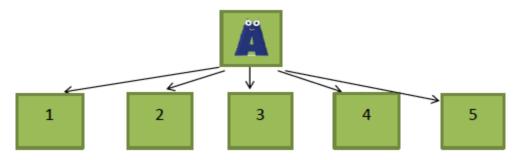
REVIEW MEETINGS WILL OCCUR ON A TERMLY BASIS

Review meetings will determine ongoing level of support the student will require depending on progress.

APPENDIX 3 - Ashburtoken System Chart

How Do Ashburtoken's Work?

Student achieves 1 GREEN token

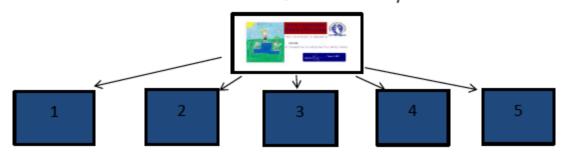


When 5 GREEN tokens have been achieved they are placed in the class pencil case, then they come to the office for an entry in daily prize draw and they are exchanged for

1 WHITE token 1 2 3 4 5

When 5 WHITE tokens have been achieved they are placed in the class pencil case, then the tokens go in a draw for Principal's Club and students receive a

TRY-ATHLON Certificate at assembly.



When 5 TRY-ATHLON certificates have been achieved, students receive a MEDALLION.



5 x TRY-ATHLON certificates = Bronze Medallion

10 x TRY-ATHLON certificates (total) = Silver Medallion

15 x TRY-ATHLON certificates (total) = Gold Medallion

20 x TRY-ATHLON certificates (total) = Platinum Medallion

25 x TRY-ATHLON certificates (total) = Plaque

APPENDIX 4 - Good Standing Club Information for Parents

Good Standing

Good Standing is a great way to say ...

"Hey, you are doing great at school. Let's celebrate your good values and behaviour!"

Our school community values people who can show that they...

Act Responsibly
Do their best
Participate Positively
Show care and respect



What is 'Good Standing'?

Good Standing Qub is

- · A school wide reward system for those students who;
 - ♦ have shown good behaviour.
 - ♦ have demonstrated the school beliefs.
- a way to provide feedback on how your child is developing in the areas
 of school expectations as well as personal and social development.
- a great record of values for future employment.

How does my child get into 'Good Standing Club' ?

The guidelines are:

- 1. All students are eligible to apply and complete a form each Good Standing Cycle.
- The nomination form should be signed by the student, class teacher and the student's parents/ caregiver.
- 3. It is the teacher's score and the administration checks that determines who is in the Good Standing Club.

4. Administration Checks

Students must have, during the semester;

- less than four incidents resulting in detention.
- no suspensions.

OLHOOL SCHOOL



What happens if my child is in the 'Good Standing Club' ?

If your child is eligible for the Good Standing Club your child is entitled to:

- Participate in an activity just for the Good Standing Club members.
- While we keep costs to a minimum, you may be required to pay some costs associated with the reward activities.

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APPENDIX 5 - Anti-Bullying information for parents

What is Bullying?

Bullying is a repetitive attack on another person or group of people. Conflict is not necessarily bullying. Conflict is a disagreement or a difference of opinion or interests between equals. (As outlined in our Positive Behaviour in Schools Program)

Bullying causes distress, and often causes anxiety through the threat of a future attack. It is characterised by an imbalance of power and can be verbal, physical, social or psychological in nature.

Examples of Bullying Behaviours:

VERBAL Persistent...

Name calling

Picking on someone

Offensive or threatening language

Racial insults

Sexual or sexist comments or behaviours

PHYSICAL Persistent....

Fighting

Damaging others' property/possessions

Invasion of personal space

Pushing /shoving/ bumping PSYCHOLOGICAL Persistent

Sending nasty notes

Glaring / evil eye / sneering

Excluding others

ELECTRONIC/CYBER Persistent....

Nasty comments posted on social media sites

Abusive texts or emails



Anti-Bullying Information for Parents

We all have the right to feel safe at all times

and

there is nothing so awful that we can't talk about it with someone.

Strategies to Help

If a student is being bullied they could......

- · Speak to a teacher and report the bullying.
- Walk away
- Ignore the bully
- Find a friend to play with who will support you
- Smile and walk away
- Stand near a duty teacher

A child is less likely to be a victim of bullying if they appear confident and unaffected by bullying—e.g. putting on a brave face and then reporting the incident to an adult.



This chart is an attempt to provide some structure to students when they are under stress from an incident or bullying. We encourage students to accept responsibility to deal with these situations. This is regularly reinforced to children – however this does not mean that you cannot report your concerns if there are persistent incidents.



If your child is being bullied or teased..

If your child reports being bullied or teased, encourage your child to talk about the situation and how he/she is feeling. Remind your child that nothing is so awful that we can't talk with someone about it.

Make sure your child or you report the incident to their classroom teacher.

Teachers can only deal with situations they are aware of.

If you feel that the situation has not been sufficiently dealt with, please speak with a member of the Admin team.

If you see someone being bullied you should be a positive bystander by:

- Get some help report the incident to an adult
- Show care and respect

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