



Positive Behaviour Support Policy

Positive Behaviour Policy Rationale

At Kensington Primary School, we aim to create a learning environment where every student can thrive. Each student in our school is entitled to the best opportunities to learn, build their knowledge and be challenged to reach their potential. Teaching and learning are most effective when they are conducted in calm, orderly environments where students feel safe to be themselves, and where they can listen, think, interact and work without disruption.

Positive behaviour creates an environment where collaboration, teamwork and effective communication can flourish. These skills are not only crucial in the classroom, but are also vital in the wider world, where individuals must navigate different settings with groups of people who have a diverse range of experiences, beliefs, opinions, values and strengths.

At Kensington Primary School, we are committed to providing our students with a comprehensive education that encompasses both academic excellence and character development. Our Positive Behaviour Policy reinforces this commitment and embodies the school values of creativity, respect, integrity, safety and perseverance. Through high expectations and the incorporation of current evidence-based strategies, we aim to create a positive environment where every student can learn and be empowered to become competent, confident and responsible.

Creating and Maintaining a Culture of Positive Behaviour at KPS

High Expectations - When students are presented with challenging goals, they are encouraged to strive for excellence, develop a growth mindset and push themselves beyond their comfort zones. By consistently reinforcing and recognising students' efforts to meet high expectations, we cultivate a culture of achievement, self-belief and continuous improvement.

Safe and Inclusive Environments - When students feel physically and emotionally safe, they are more likely to actively engage in their learning, take risks and participate in classroom discussions. A safe environment builds trust, allows students to feel at ease and enables them to focus on their academic and personal growth.

Challenging and Engaging Work - When students are presented with meaningful and stimulating learning opportunities, they are more likely to be motivated, focused and actively involved in their learning. Challenging and engaging work encourages students to build their knowledge, solve problems creatively, persevere through discomfort and develop a deeper understanding of the subject matter.

Clear Routines - When students clearly understand expectations and routines, they feel a sense of predictability and security. Clear routines help establish a safe learning environment, minimise disruptions, optimise instructional time and provide a framework for smooth transitions between activities. By establishing and consistently reinforcing clear routines, we foster a sense of order, responsibility and self-discipline, enabling students to focus on their learning and engage more effectively in the classroom.

Positive Relationships - When students feel known, valued, supported and connected to their teachers and peers, they are more likely to demonstrate respect, empathy and cooperation. Teachers who foster positive relationships can better understand their students' individual needs, tailor their instruction accordingly and provide the necessary guidance and support for success. Positive relationships are vital for creating safe learning environments.

Consistency Across the School - When behavioural expectations, routines and consequences are consistently applied throughout the school, students develop a clear understanding of what is acceptable and appropriate. Consistency fosters a sense of fairness, equity and predictability, allowing students to focus on their learning without unnecessary distractions or confusion. It also promotes a cohesive school culture and reinforces the shared values and expectations of the Kensington community.

Explicit Teaching of School Values - By clearly defining and explicitly teaching the school values of creativity, respect, integrity, safety and perseverance, we provide students with a framework for positive decision-making and character development. When students understand the importance of these values and how they apply to their daily interactions and academic pursuits, they are more likely to internalise and demonstrate them. Explicit teaching of school values and associated behaviours also creates a shared language and a common understanding, fostering a sense of belonging, unity and collective responsibility within the school community.

Restorative Approaches - Restorative approaches are a way of thinking and interacting that puts relationships at the centre of all actions and decisions. Kensington Primary School prioritises restorative approaches that are empathic, responsive to need, view conflict as opportunities to learn and grow, and build accountability for actions and processes to repair harm.

Cultural responsiveness – When responding to challenging behaviour, we seek to understand, interact and communicate effectively and sensitively with people from a cultural background that is different from one's own. Cultural responsiveness is characterised by respect for culture, ongoing self-reflection, expansion of knowledge and commitment to improving practices and relationships, and is responsive to the diverse needs, backgrounds, experiences and knowledge of all students.

Collaboration with Parents/Caregivers – We believe a collaborative approach to positive behaviour management is the most effective. Open and ongoing communication with families is in each student's best interest and is key to providing a consistent message to students. Working in partnership with families and support agencies is vital for providing students with the most appropriate support.

Multi-tiered system of support: We understand that most students will respond effectively to the whole school positive behaviour policy, whereas some students require a more targeted approach. A multi-tiered system of support will be used to ensure that all students receive the individualised support they require (see TIERS of Positive Behaviour Support).

Our Values - Behaviours to be Explicitly Taught

	Creativity	Respect	Integrity	Safety	Perseverance
Everywhere		Respect the school by wearing uniform properly. Listen and follow instructions. Appreciate differences in cultures and beliefs and ideas.	Tell the truth, even when it's hard. Own your behaviour. Speak up when things aren't right. Follow the rules.	Behave appropriately in the toilets. Let staff know of broken equipment. Keep hands and feet to ourselves – use gentle hands. Respect personal space.	See challenge as an opportunity for growth. Get excited when work is hard/challenging – it is an opportunity to learn.
Classroom	Listen to all ideas. Explore many possibilities. Think of new and innovative ways of doing things. Be proud of your ideas. Be okay with making mistakes. Take risk and try new things.	Understand you are a part of a group. Raise hands to talk. Respect others on their own learning journey. Speak kind, encouraging words. Care for personal property. Respect others' skills and abilities. Greet others.	Recognise that we learn from mistakes. Commit to positive effort at all times. Participate positively in teamwork and share ideas. Show determination	Use resources appropriately. Use walking feet in the classroom areas. Encourage and appreciate ideas that are different to yours. Keep my personal information private online/offline or with unknown people. Develop positive relationships with teachers/peers.	Self-reflect on progress/learning/achievement. Try to resolve/solve problems before asking for help. Attempt a variety of strategies to solve problems. Ask for help when needed. Finish what you start. Set achievable learning goals – take ownership.
Outside Playground	Think outside the box (e.g., Loose parts play). Listen and explore all ideas and possibilities. Try things you haven't done before. Make up our own games.	Be inclusive. Be considerate of others. Return all equipment to the correct areas. Play fairly and safely. Tidy up after yourself.	Stand up for others. Apologise and offer assistance, if you know you have hurt someone either on purpose or accidentally. Respect the efforts of others. Listen to your inner voice.	Use equipment appropriately. Take positive risks. Wear my hat. Play carefully with sticks and rocks. Know which trees we can climb. Know emergency signals and respond to them promptly.	Take positive risks. Attempt to solve problems yourself before asking for help. Play collaboratively. Show good sportsmanship – even when we don't win. Adopt a growth mindset – it is OK to make mistakes.
Community	Share your talents – e.g., music, sport, art etc. Support and get involved in community events. Recognise that we are all creative in our own ways.	Represent the school with pride. Value the contributions of different (ALL) cultures.	Be respectful to others – e.g., other schools/students and factions at sporting events.	Be road safe. Leave equipment where and as you found it. Stay together and look for each other on excursions.	Accept/understand that learning can be hard/challenging/stressful.
Transition			Keep up with the line when walking around the school. Move quickly, safely and respectfully throughout the school – walk don't talk.		

Behaviour Management Steps for Teachers: (see also KPS Behaviour Response Flow Chart)

If a student displays challenging behaviour, staff will follow the steps below to manage the behaviour and ensure the students in their classrooms can continue to learn effectively.

1. Prevention Strategies

- Providing clear and explicit instructions
- Ensuring consistent and predictable routines
- Explicit teaching of expected behaviours and school values of Creativity, Respect, Integrity, Safety and Perseverance
- Staff modelling school values
- Providing unconditional positive regard
- Priming/preparing students for transitions and changes in routine
- Engaging students in developing classroom expectations
- Ensuring work is targeted in the students' zone of proximal development
- Providing scaffolds for students to access work
- Supporting students who require extra help
- Ensuring expectations are realistic and can be met
- Providing regular and consistent positive reinforcement for expected behaviour
- Providing students with regular sensory and movement breaks
- Ensuring sensory needs are met (eg. consider noise levels, visual overwhelm, thirst, hunger)
- Building strong and positive staff:student relationships

2. Address common, low-level classroom behaviour using low-level strategies, including:

- Ignoring minor challenging behaviour
- Asking students why they are unable to meet expectation
- Positive reinforcement for expected behaviour
- Catching students' eyes
- Moving near the student and continuing to teach next to them
- Using student's name
- Reminding student of expectations
- Removing objects from the student that are causing issues
- Redirecting behaviour
- Adjusting student's location in the classroom
- Sending student for a quick 'cool down' break to go to the toilet, get a drink or go for a walk.
- Having a quick conversation with them about possible strategies to manage behaviour.
- Education Assistant support where possible and appropriate.
- Staff to remain calm, use a quiet voice and provide clear minimal verbal instructions and avoid any physical contact.

3. If a student continues to display challenging behaviours, address this by doing the following:

- Give student a yellow slip and inform them that this is their final warning. Remind student that if challenging behaviour continues their name will be added to the yellow slip.

4. If a student continues to display challenging behaviour, address this by doing the following:

- The teacher will write the student's name and incident information on a yellow slip. Inform the student that you will have to contact admin. (Deputy Principal or Principal). Complete the yellow slip & send orange card.

- Call a member of admin to come and take over the management of the student. Admin staff to take student out of the room. Student to be provided a detention in the following break.
- Prior to returning to class, admin staff to have a restorative conversation, which includes providing the student an opportunity to discuss behaviour. Admin staff to remind student of expected classroom/playground behaviour prior to returning to normal timetable.
- Admin to notify the parents/carers the day of the behaviour and record on the school system.
- If a student earns three completed yellow slips in a term they will lose Good Standing. Good Standing will be reinstated after five weeks.

Severe Challenging Behaviours

Fast track any behaviours deemed to be extreme, including (but not limited to) bullying, physical violence, racism or destruction of property, by reporting this as soon as possible to administration – red card for emergencies.

- If students or staff are at risk of harm, a lockdown (soft – purple card; hard PA signal) or evacuation procedure will be adhered to (See Lockdown and Evacuation Procedures for further information).
- Positive handling (physical restraint) to be used as a last resort measure, in the student's best interest and be reasonable and proportionate. Where possible, only staff who are Team Teach trained will implement positive handling strategies.
- A consequence (reprimand, detention, loss of privilege, withdrawal or suspension) will be issued and parents/carers will be notified by administration. The behaviour will be recorded on the school system by administration.

Note: The *Behaviour Management process is summarised in the document 'Behaviour Response Plan - Flow Chart' which will be displayed in each classroom across the school.*

Behaviour Management Steps for Administration:

- When notified by teacher, admin will attend classroom and collect student as soon as possible. Student to remain with admin staff until calm and able to participate in a triage conversation. Students must participate in a triage conversation before returning back to normal timetable.
- The triage conversation must follow the established triage conversation script, be in the student's best interest, ensure student dignity is maintained and be aimed at teaching replacement behaviours.

When discussing a student's behaviour with them, follow the steps outlined in BSEM Triage conversation

1. You have the strengths of...
2. And I know you have the values of...
3. This was not your moment/day
4. Let's talk about what is needed to restore the relationships that were challenged
5. How do you think they felt when you said that?
6. What can we do to make the relationship right again?
7. One more thing: We need to make sure you complete the work you missed.
8. What Went Well (WWW) in this conversation?

- Student to miss next break (sit outside office or in a location to be decided by admin)
- Follow up learning missed and notify parents/carer
- Admin to notify the parents/carers the day of the behaviour and record on the school system.
- If a student earns three completed yellow slips in a term, they will lose Good Standing. Good Standing will be reinstated after five weeks. (See Good Standing Policy for further information)

- If student cannot engage in triage conversation they will remain with admin and parent/carer notified
- If challenging behaviour continues or if behaviour is of serious nature (physical violence, harrasment, illegal) or is repeated the student will be suspended. This will be a last resort measure and at the discretion of the principal.

Debrief with other students – where a student's severe challenging behaviour has affected others

- What happened?
- How are you feeling?
- What impact has this incident had on you and others?
- What do you think you need to feel ok?

Restorative Approaches

Restorative Practice assists teachers, students and parents to build, maintain and restore relationships. It also helps to build the students' capacity to self-regulate behaviour and plan helpful strategies for the future. A restorative approach is not a replacement for consequences, which are an important part of modifying behaviour, setting appropriate boundaries, maintaining fairness and consistency, and teaching students the skills they need for future success. Restorative practice is used alongside consequences to talk through events with students and develop better strategies to deal with similar events in the future. It also lets the student know that their perspectives are valued and that they have the agency and ability to reflect on their actions and make different choices.

Good Standing

All students commence with, and retain, good standing while exhibiting behaviours that align with the school's values and beliefs as articulated in the school's positive behaviour plan.

Loss of Good Standing

- Loss of good standing occurs after a suspension, major behaviour incidents or three detentions in a term. Major behaviours may include, but are not limited to: starting a fight, making physical contact with the intention to harm another student or staff member, videoing a fight in the grounds of the school or off-site, where there is reasonable nexus between the incident and the school, with the intention of publishing on social media.
- Students who breach this behaviour plan will have privileges removed such as being banned from school social activities or from excursions/ incursions (they will be assigned substitute learning activities to compensate).
- This should involve a discussion with the student and/or their parent/carer to highlight the issues that led to the loss of good standing.
- Implement a restorative and educative return to school/class process to re-establish positive behaviour.
- Develop a re-entry and/or individual behaviour plan focusing on the identified areas for improvement citing strategies, milestones and desired outcomes.
- Re-instate a student's good standing after five school weeks of expected behaviour or after such period as decided by the principal.
- Students with diagnosed disabilities will have adjusted good standing expectations included in their Individual Behaviour Support Plan.

Responsibilities of Stakeholders

The Leadership team will:

- Model the school values of Creativity, Respect, Integrity, Safety and Perseverance.
- Promote and provide evidence-based, high quality teaching programs and strategies.
- Support teachers in the implementation of these programs and strategies.
- Provide opportunities for staff to gain knowledge on effective teaching, relationship building and behaviour management.
- Assist teachers when the behaviour of a student hinders learning in the classroom.
- Follow up and manage serious breaches of conduct by students.
- Support teachers through the creation of individual learning and behaviour plans for students who need extra support.
- Work with the wider community to communicate and reinforce the school's approach to developing positive behaviour.
- Help establish clear routines through term planners, timetables and rosters.
- Support staff in maintaining consistency and reliability in behavioural processes.
- Maintain accurate records on behaviour incidents i.e., number of yellow slips given to a student per term or, where a student has been sent to the office, ensure the behaviour incident has been recorded on the school system.
- Regularly collect and review student behaviour data to inform the effectiveness of the Positive Behaviour Support Policy.
- Refer to the Nationally Consistent Collection of Data (NCCD) to ascertain the appropriate level of adjustment for individual students.

Teaching staff will:

- Have high expectations of behaviour and learning in their classroom.
- Create a warm, welcoming and safe classroom environment where students are encouraged to be themselves and where their personalities, skills and interests are recognized and celebrated.
- Establish and teach clear routines and expectations in the classroom.
- Develop and teach challenging and engaging lessons using high-quality teaching strategies.
- Explicitly teach school values, positive behaviour skills and effective social/emotional strategies.
- Develop and maintain positive relationships with students.
- Model positive relationships with students, colleagues and families.
- Promote positive behaviour using positive feedback, VIPs, honour certificates and value awards.
- Consistently follow the school process of behaviour management when students are not presenting with appropriate behaviour in the classroom.
- Report serious breaches of conduct or repetitive breaches to a member of admin.
- Record breaches of conduct on the school system.
- Inform parents/carers of any behaviour concerns and how they are being managed.
- Work with the admin team to create individual learning and behaviour plans for students requiring further support.

Parents/carers will:

- Reinforce the importance of school and have high expectations for behaviour and learning.
- Work cooperatively with the school to promote the importance of positive behaviour and respectful relationships.

- Support their children in developing resilience, emotional regulation, independence and personal responsibility.
- Support the school's philosophy and policy in behaviour management.
- Communicate with staff about any concerns regarding their child's wellbeing or learning.
- Work in partnership with their child's teacher and the school leadership team to develop and reinforce strategies when further support for learning and behaviour is needed.
- Support staff to provide a safe and harmonious learning environment for all.

TIERS of Positive Behaviour Support

A multi-tiered system of support holistically considers student needs and provides tiered and interconnected interventions so that students receive the appropriate level of support. This includes intensive support that is individualised and provided alongside effective case management for students with complex behaviour support needs.

Students at Kensington Primary School have a wide variety of personalities, skills, interests, backgrounds and needs. All students will receive effective Tier 1 teaching and support to help them learn effectively and safely. Some students will need further support and receive Tier 2 support. A small number of students with specific needs will receive Tier 3 support, which likely will involve seeking support from external services or central/regional offices.

The following will be considered when planning behaviour support for Tier 3 students;

- Understanding the function of the behaviour for that student and what they may be trying to communicate.
- Culturally responsive approaches that consider the student's cultural, historical and social contexts.
- Knowledge and understanding of the student's cultural and linguistic background.
- Presence of additional risk factors including trauma and/or disability.
- Risk of non-suicidal self-injury or suicidal behaviour



Universal: The school promotes positive behaviours for all students and maintains safe, respectful learning environments with preventative, whole-school systems and practices, including Good Standing. All students are engaged in a social behaviour curriculum.

Targeted: The school develops a supplementary range of response strategies to support students displaying emerging low-level behaviours of concern.

Intensive: Individualised support is provided alongside effective case management for students with complex support needs.

Resources and Supporting Documents

- Student Behaviour Matrix
- Behaviour Management Flow chart
- Yellow Slip Template
- Template parent letter for loss of good standing
- BSEM common language
- TOM Bennett Training In-school Behaviour Survey

Berry Street Education Model

<https://learning.berrystreet.org.au/focus-areas/berry-street-education-model>

Friendly Schools Framework

<http://friendlyschoools.com.au/fsp/>

Tom Bennett Training- Practical & Evidence-Informed Training for Schools

<https://tombennetttraining.co.uk/>

Student Behaviour in Public Schools Policy and Procedures

<https://www.education.wa.edu.au/web/policies/-/student-behaviour-in-public-schools-policy>

Notes:

1. All references to 'staff members' include leadership, administration staff, education assistants, teachers and temporary relief teachers.
2. All references to 'parents and carers' include grandparents, relatives, friends and volunteers.

Definitions:

Definitions for specific terms used in this policy can be found at;

<https://www.education.wa.edu.au/web/policies/-/student-behaviour-in-public-schools-procedures>

Developed by the Kensington Primary School staff, students and School Board in 2024.

Updated July 2024