

BEHAVIOUR PROCESS



***Every Child Matters,
Each Moment Counts,
Everyone Belongs***

Respect ~ Resilience ~ Responsibility ~ Kindness



OCEAN ROAD PRIMARY SCHOOL ACKNOWLEDGEMENT OF COUNTRY



We assemble in this special place to celebrate our learning journey together.

We acknowledge the traditional custodians of this land upon which we learn, the Bindjareb people of the Noongar Nation.

We pay respects to the elders of the past, present, and future and acknowledge their spiritual connection to Country.

REFRAMING BEHAVIOUR MANAGEMENT INTO POSITIVE EDUCATION

The rationale behind this procedures document is that we believe in a learning environment that is compassionate and trauma sensitive. One in which our children feel empowered, cared for, emotionally and physically safe and that they belong. One in which every educator sees a child in struggle not a child in trouble (Joe Brummer) and has the understanding that kids do well if they can (Dr Ross Greene).

There is a behaviour revolution taking place across the world due to this research and the latest research on brain science. A vast majority of our society still philosophically believe in punitive discipline and that punishment will change behaviour. We see our job as educators as being part of this revolution, disrupting these paradigms and unconscious bias to the new mindset that you can't punish a child out of a behaviour or out of their brain stem. Relationships change the brain and hence modify the behaviour.

With this impetus and using the work of Dr Bruce Perry and other leaders in the fields of trauma and brain science (including Dr Steven Porges) we have developed a multi-tiered approach that is good for all students and 'gives students whatever is needed to achieve the goal' (meaning of equity-Dr Marcus Matthews) for when we know better, we do better. This approach is based on the power of relationships to change the architecture of the brain, Positive Behaviour Supports including setting the limits, a whole school approach to social and emotional learning that identifies and regulates children's feelings and behaviour, restorative practices to build empathy and develop ownership of their choices and a collaborative problem-solving approach to assess what expectations the child is having trouble meeting. We recognise that behaviour is communication. We aim to understand their behaviour, what they are communicating and their hidden needs (Iceberg model) in the context of relational safety.

Our quest to deliver world class, evidence-based behaviour education to our students is voracious and unending. We will continue to research and develop further understandings of the human brain and how our work impacts our students. We will not only continue to change our lens but also change our practice so that we can change the trajectory of our students' lives.

BEHAVIOUR INTERVENTION PYRAMID

| Behaviour Intervention Pyramid (TIP) | | | | |
|--|--|---|--|--|
| ALL BEHAVIOUR IS A FORM OF COMMUNICATION– What does this child need? | | | | |
| | Behaviours | Who's Responsible? | Process | Teaching Interventions/Investigations |
| TIER 3 | Continuous repetition of Tier 2 behaviours-violation code of conduct Physical Aggression towards staff or students Abuse, threats harassment or intimidation of staff or students Damage to or theft of property Possession of restricted or illegal substance or weapon Cyberbullying Bullying (Continuous Targeted Intimidation) | Classroom Teacher LSC Executive Team School Psych Chaplain Outside Agencies | <ol style="list-style-type: none"> CRT /Specialist complete Tier 3 Behaviour Referral DP to investigate Executive Team to determine outcome Referring Teacher to follow up with DP to determine next steps DP to place copy of Referral sheet in CRT pigeon hole | Individual Interview Suspension Loss of Good Standing Withdrawal Restorative Conferences –run by DP Case conferences School Psychologist referral Chaplain referral Referral to outside agencies Increase safety and social engagement |
| TIER 2 | Continuous repetition of Tier 1 behaviours Aggression towards others Verbal Abuse Threats/Intimidation Damaging others' belongings Ongoing disrespect | Classroom Teacher-All investigations, plans and data to be documented SNEA-observations and support LSC-Support CRT to write FBA/PTR Executive Team-if Yellow Referral | <u>Investigate</u> <ol style="list-style-type: none"> CRT student interview-what is beneath the iceberg? Parent contact-anything we need to be aware of? What is student trying to gain or avoid? (Best guess at function of behaviour) <u>Actions</u> <ol style="list-style-type: none"> Move through the Response to Unproductive Behaviour Flowchart Personal professional research (PBIS world, ADHD, Trauma, Restorative Practice) Seek knowledgeable other, advice from colleagues Decide on next best steps for this student from teaching interventions Collect and track specific data If interventions are not modifying behaviour complete LSC referral. Create FBA PTR | Parent/Student Meeting Forced Choice Menu Individual / Visual schedules Sensory Tools Brain breaks Modified Timetable Social stories Restorative Conference Playground plan Risk Management Plan Structured breaks and transitions LSC referral Functional Behaviour Assessment Prevent Teach Reinforce Escalation Profile Increase safety and social engagement |
| TIER 1 | Calling out Getting out of seat Not listening to others/teacher Not finishing work Swearing Teasing others / Put Downs Back chatting Not staying on task/distracts self and others Throwing things (without the intent of harm) Excluding others Making noises Silly comments Taking others belongings Lying Cheating Pushing, poking etc. (without intent of harm) | Classroom Teacher SNEA EA | <ol style="list-style-type: none"> Build relationships and classroom community Establish a safe, calm, routine and predictable learning environment - set expectations Utilise student voice Develop Classroom Management Plan in line with PBS and Responses to Unproductive behaviour Use Classroom Management Strategies Seek advice from colleagues Begin tracking behaviour if required | Champion of children, families, community Relationships at the centre i.e. 2 by 10 PBS-gold slip, blue slip (ratio 6:1) block rewards, values Morning check ins Reward system-whole class, individual Explicit Teaching of behaviours Responses to Unproductive Behaviour Restorative Conferences_ Informal contract / agreement Check in, check out cards Reflection sheets 21st century pedagogy -growth mindset, flexible learning Natural consequences What is their currency? What are their strengths? Resilience, Rights and Respectful Relationships |

BEHAVIOUR EDUCATION OVERVIEW

Student Engagement
Positive Behaviour Supports
21st Century Pedagogy
Student Voice
Belonging
Be You
TIP
Zones of Regulation

BEHAVIOUR EDUCATION OVERVIEW

Kindness, Resilience, Responsibility, Respect

The Ocean Road Primary School Community is committed to promoting the common good and meeting individual needs, whilst recognising the rights of others to a safe, caring and positive school environment. We recognise that all behaviour is a form of communication and positive behaviours require effective and explicit teaching.

We focus on the individual child– what expectations are they having trouble meeting? What problem needs solving? We work collaboratively and proactively to problem solve and to support our children to develop internal reasoning for their future behaviours.

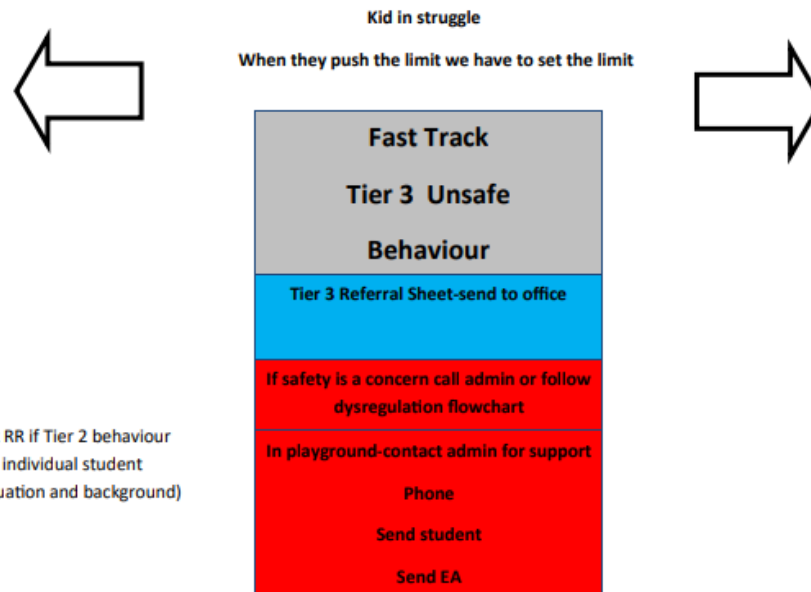
“Children do well if they can, if they can’t we adults need to figure out what’s getting in the way, so we can help” Dr Ross Greene.

Relationships Focus
Champion of children, families and community
Restorative Practices
Relationships change the brain
Micro-moments
Morning check ins
Regulate Relate Reason
Safe emotional and physical learning environment

| |
|--|
| Classroom Classroom Teacher (CRT) Correction 5 Rs |
| 1. Reminder |
| Low Key Responses Friendly reminder Formal warning |
| 2. Redirection Time In/ Reflection Sheet |
| 3. Relocation Reset |
| 4. Reflection Reflection Room (RR) |
| 5. Referral Executive Referral |

Fast Track RR if Tier 2 behaviour (consider individual student needs, situation and background)

Responses to Unproductive Behaviour



| |
|--|
| Playground Duty Teacher (DT) |
| 1. Reminder |
| Low Key Responses Friendly verbal reminder |
| 2. Redirection Blue Slip Sit out for 5-10 mins DT hand blue slip to CRT CRT document for PBS |
| 3. Tier 3 behaviour Call for support or send student(s) to admin with blue slip |

RESPONSES TO UNPRODUCTIVE BEHAVIOURS

| RESPONSES TO UNPRODUCTIVE BEHAVIOUR | | | |
|---|--|--|--|
| Correction 5 Rs-All students should be aware of this process and where they are at in the process | | | |
| 1. Reminder | Low Key Responses | | |
| | Friendly verbal reminder of the expected behaviour | | |
| | Formal warning | CRT document for own records i.e. checklist | These records are for your accountability and data analysis. |
| 2. Redirection | Time In-Reflection Sheet | CRT /ST Integris (other) | Adapt Time In to suit age of student |
| | Quick restorative discussion | <i>If a student continues to bump to this stage please refer to Tier 2 interventions.</i> | Can use any reflection sheet but there are examples you can use. |
| 3. Relocation | Reset | CRT /ST Integris (other) | |
| | CRT quick restorative discussion on return | Inform parent Is to be seen as an opportunity to help them not a punishment. | |
| 4. Reflection | Reflection Room | CRT /ST Integris (Detention) | <u>2 x Reflection Rooms</u> -CRT call parent to inform one more will result in Loss of Good Standing. CRT meet with DP |
| | CRT quick restorative discussion on return | Sheet sent home, signed and returned | |
| 5. Referral | Executive Referral-yellow sheet, also send completed Reflection Sheet and Reset Card | DP determine intervention i.e. Restorative Conference, time in office, reprimand, loss of recess /lunch CRT Integris and parent contact | If already given RR at step 5 and behaviour hasn't changed, send student to DP with yellow referral sheet |
| | Executive Referral –ongoing behaviours on that day | Executive Team to determine intervention DP contact parent CRT and DP Integris | If step 6 has not changed behaviour on that day refer back to executive team. |
| | Immediate Admin referral if Tier 3 behaviour –Tier 3 Blue Referral Sheet | CRT and DP Integris Executive Team to investigate and determine outcome | See Tier 3 for interventions on pyramid |

RESET

| | Who is responsible/ Authorised | Purpose | | Process |
|-------|-----------------------------------|---|---|--|
| Reset | CRT | To facilitate responding to a student in a moment of struggle | <p>People outside the classroom are available for children to reset with.</p> <p>As part of this process, a reset card is issued. It identifies what is happening for the student and aligns with the school's values. For example, the card might identify that a student is struggling with learning due to self-regulation problems, safety issues or issues with respect. On receiving the card, the student finds an appropriate person to reset with. The reset should be linked directly to the issue at hand, so a reset for a student struggling to self-regulate might be a short activity aimed at practicing focus.</p> <p>Each student may have different adults on their network.</p> | <ol style="list-style-type: none"> 1. Teacher identifies that a student needs a reset.(step 3 of Response to Unproductive Behaviour). 2. Teacher gives student a reset card that names the behaviour observed. 3. Student finds appropriate person to reset with , identifying someone from a list of four people (depending on who is available). 4. Student is directed and supported with their reset. Collaboratively problem solve 5. Student goes back to class. CRT quick restorative discussion. 6. Reset details are recorded by the CRT on Integris– under Other for data analysis 7. CRT inform parent |

REFLECTION ROOM

| | Who is responsible/ Authorised | Purpose | Considerations | Process |
|-----------------|-----------------------------------|--|---|--|
| Reflection Room | CRT LSC/PLC Executive Team | <p>To allow students to reflect on their choices in a safe environment, to take responsibility for their behaviour and repair the damage caused by their actions.</p> <p>RR is for</p> <ul style="list-style-type: none"> when students have bumped their way up through our Response to Unproductive Behaviour in one day Fast Track to RR if Tier 2 behaviour (consider individual student needs, situation and background) | <p>Is this the most effective consequence for this student?</p> <p>Consider the needs of SEN</p> <p>Is it modifying the behaviour?</p> <p>Is this student continually going to RR?</p> <p>What have you put in place to prevent this student's behaviour from escalating to RR again?</p> | <ul style="list-style-type: none"> Step 4 in Response to Unproductive Behaviour Discuss with the student his/her behaviour and why they are being sent to RR Complete RR sheet for number of times attending Provide Reflection sheet to student Inform student who's class they will be going to CRT or ST input behaviour on Integris-Detention If student has been to RR twice in one term, CRT book a meeting with DP to discuss CRT Inform parent that next RR will be Loss of Good Standing. Sheet must go home and be signed. If it does not return CRT call parent to ensure they are aware of behaviour and their child attending RR. Follow up with student to restore relationship and plan for change-ensure repair and collaborative problem solving. |

LOSS OF GOOD STANDING

| | Who is responsible/ Authorised | Purpose | Considerations | Process |
|-----------------------|---|--|--|--|
| Loss of Good Standing | <p>DP-determine LGS</p> <p>DP and CRT to ensure process is followed</p> | <p>Good Standing is the status that all Ocean Road Primary School students commence the year with. It acknowledges the efforts of individual students who consistently embrace our school's four core values of kindness, respect, responsibility and resilience. It encourages students to take responsibility for their behaviour choices and to make changes to improve their behaviour</p> <p>Students who lose their Good Standing will have benefits removed until they have restored relationships and modified their behaviour through a negotiated agreement. The Loss of Good Standing contract is educative, meaning students modify their behaviour through a learning process. Students own the contract and are responsible for modifying their behaviour.</p> | <ul style="list-style-type: none"> • After suspension • After 3 Reflection Rooms in one term • After serious offence that doesn't warrant suspension <p>Will the LGS process be what's best practice for this student?</p> <p>Does the student have a disability?</p> | <ol style="list-style-type: none"> 1. Close to losing Good Standing -Class based intervention Phone call to parent by teacher 2. Loss of Good Standing - Restorative plan developed with student and deputy principal , Letter to parents Good Standing Card– 10 days Deputy and Teacher to reinforce 3. LGS card must be completed by all teachers that teach the student including duty teachers. 4. CRT must ensure the student collects their card from the DP every morning. 5. LGS is a combined relationship building and repair process between the DP, the CRT and the student. 6. If at any stage the student gets a 0 on their card, they must go straight to the DP office for discussion. The consequence will be recess or lunch. 7. If a student gets two 0s on their chart in one day, a day will be added on. 8. The student must check in with the DP before school, after recess, after lunch and before home time. |

EXECUTIVE REFERRAL

| | Who is responsible/Authorised | Purpose | Process | Process |
|--------------------|-------------------------------|--|--|--|
| Executive Referral | CRT | <ul style="list-style-type: none"> calm, in circumstances where the student has become unable to self-regulate; reflect on and learn from the incident, including engaging in restorative processes; evaluate prior behaviour support and negotiate and plan adjustments that may be required continue a learning activity in a less stimulating environment Continue to provide a safe learning environment for all Ensure code of conduct is upheld by all | <p>Step 5 in the Response to Unproductive Behaviour</p> <ol style="list-style-type: none"> CRT to complete the Executive Referral Yellow and gather the Reflection Sheet and Reset Card CRT discuss with student the purpose of executive referral CRT send student to admin with referral, reflection sheet and reset card (send with responsible student) DP determine Regulate, Relate, Reason DP reflect on behaviour choices with student and determine next step DP conduct restorative conference (if student is regulated) and collaboratively problem solve DP complete Referring teacher feedback form CRT enter behaviour on Integris and inform parent CRT have quick restorative discussion on student returning to class. What is going to change? How can I help? What will we do to repair our relationship? <p>NB: Give student time to modify behaviour when returning to class</p> <p>If behaviour does not change send student back to DP</p> <p>DP will determine next step from Tier 3 interventions.</p> | <p>Tier 3 Executive Behaviour Referral</p> <ol style="list-style-type: none"> CRT complete the Tier 3 Executive Behaviour Referral Send the student to admin with the referral DP will investigate and determine next steps as per the interventions in Tier 3 on the pyramid. CRT and DP to complete Integris DP to contact parent |

ICEBURG MODEL

A child's behavior is not always what it seems

Behavior is communication

What we see: Behavior

What we don't see:
What's under the surface

SOCIAL SKILLS

BASIC NEEDS

PHYSICAL SAFETY

NEED TO BELONG

SECURITY

THOUGHTS

EXECUTIVE FUNCTIONING

HUNGER

ATTACHMENT

ENVIRONMENTAL
STRESSORS

SLEEP

NEED FOR CONNECTION

POWER

ATTENTION

SENSORY NEEDS

EMOTIONS

SELF-ESTEEM

DEVELOPMENTAL LEVEL

ANGER

NEED FOR ATTENTION

SADNESS

FEAR

DEFINITIONS AND ACRONYMS

BEHAVIOUR SUPPORT The educational support a student receives from the school in order to learn and maintain identified behaviour.

STUDENT A person who is enrolled at a Department of Education school.

PARENT(S) A person or persons who at law have responsibility for the care, welfare and development of the child, whether long term or day to day.

SCHOOL'S CODE OF CONDUCT The school's code of conduct describes the behaviours that students are expected to learn and maintain.

STUDENT A person who is enrolled at a Department of Education school. **(Std)**

CLASSROOM TEACHER A person who is the student's main teacher **(CRT)**

SPECIALIST TEACHER A person who is the student's teacher for specialist subjects such as physical education **(ST)**

DUTY TEACHER A person responsible for students following the code of conduct during break times **(DT)**

EDUCATION ASSISTANT A person responsible for ensuring the good order of the school and offering support to students under the direction of the teacher **(EA)**

SPECIAL NEEDS EDUCATION ASSISTANT A person responsible for ensuring the good order of the school and offering support to students under the direction of the teacher, specifically for special needs students **(SNEA)**

LEARNING SUPPORT COORDINATOR a person who works collaboratively with the classroom teacher, parents and deputy principal to coordinate high needs to support **(LSC)**

PRINCIPAL A person responsible for ensuring the good order of the school **(P)**

DEPUTY PRINCIPAL A person responsible for ensuring the good order of the school under the principal's direction **(DP)**

EXECUTIVE TEAM the principal and deputy principals **(ET)**

POSITIVE BEHAVIOUR SUPPORTS a framework for improving student academic and behaviour outcomes to ensure all students have access to the most effective and accurately implemented instructional and behavioural practices and interventions possible **(PBS)**

SEN Special Educational Needs

REFERENCES

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Dr Bruce Perry, *The Boy Who Was Raised as a Dog: And Other stories from a Child Psychiatrist's Notebook.*

Dr Bruce Perry, MD PHD, Oprah Winfrey, *What Happened to You?*

Susan E. Craig, *Trauma-Sensitive Schools: Learning Communities Transforming Children's Lives, K-5*

Dr Mona Delahooke, *Beyond Behaviours*

Dr Lori Desautels, *Connections Over Compliance*

Dr Ross Greene [About the CPS Model | Lives in the Balance](#)

Joe Brummer and Margaret Thorsborne, *Building a Trauma-informed Restorative School*

Dr Judith A Howard, *Distressed or Deliberately Defiant*

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Patricia A Jennings, *The Trauma Sensitive Classroom; Building Resilience with Compassionate Teaching*

Matthew Bennett, Sarah Bennett, *Trauma-Sensitive Early Education*

Deb Dana, *The Polyvagal Theory in Therapy, engaging the Rhythm of Regulation*

Mathew Portell, *Trauma Informed Educators Network Podcast*

Institute of Positive Education, *The Positive Education Podcast*

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SSENBE– Functional Behaviour Assessment

ADDITIONAL LINKS

[Student Behaviour in Public Schools policy](#)

[Requirements related to the Student Behaviour in Public Schools policy](#)

[Student Mobile Phones in Public Schools Policy](#)

[CEO Directive: Required action to be taken with students fighting or publishing videos of fighting](#)

[CEO Instruction: Recommendation for exclusion when a student has made intentional physical contact with a staff member](#)