

Mosman Park Primary School

Behaviour Support Guidelines 2024



Our School Vision:

At Mosman Park Primary School we empower students to achieve their personal best, to become confident, creative life-long learners, and to make a valued contribution their wider community.

PURPOSE STATEMENT

Creating safe, inclusive, supportive, and culturally responsive environments is a responsibility shared by the whole Mosman Park Primary School community. Positive student behaviour is crucial for fostering engagement and maximising the impact of classroom teaching. Communication between all parties best supports the needs of the child.

Mosman Park Primary School's Behaviour Support Guidelines comply with the ['Student Behaviour in Public Schools Policy and Procedures'](#)

GUIDING PRINCIPLES

The school motto '**Listen (Nih), Learn (Karrtdijin), Lead (Birdya)**' describes the overarching principles of the school reflecting the ethos of teachers and students, as well as representing the understanding for a culturally responsive approach.

We recognise certain principles as being at the core of fostering positive student behaviour. These include:

- A whole school approach with high standards of behaviour which is **adopted consistently by all.**
- Positive and appropriate behaviours which are modelled and explicitly taught.
- Social and emotional wellbeing instruction is important.
- Positive relationships need to be built with students.
- Staff must be organised for the school day and lessons.
- Parents and carers work collaboratively with staff to foster positive behaviour.

RESTORATIVE PRINCIPLES AND APPROACHES

The whole school is committed to a restorative approach that:

- emphasises relationships and empathy.
- enables all to view conflict as learning opportunities, whilst developing an understanding of accountability
- places positive relationships at the centre of teaching and learning
- focuses on working with students, maintaining positive relationships, and fair decision-making.
- minimizes conflict's impact, enhances engagement, and reduces harmful behaviours.
- Allows students a 'fresh start' when needed.
- Recognises that teachers are responsible for building bridges or reorienting relationships with students in need.

RIGHTS AND RESPONSIBILITIES

STUDENTS	STAFF and ADMIN	PARENTS AND CAREGIVERS
<p>Have the RIGHT to:</p> <ul style="list-style-type: none"> ✓ Learn ✓ Have expectations explained clearly ✓ Be accepted for who they are ✓ Feel they belong ✓ Be treated with respect ✓ Feel safe ✓ Be supported 	<p>Staff have the RIGHT to:</p> <ul style="list-style-type: none"> ✓ Feel safe ✓ Be supported by colleagues and parents ✓ Have their professional judgements and decisions respected <p>Admin have the RIGHT to...</p> <ul style="list-style-type: none"> ✓ Parental and staff support 	<p>Have the RIGHT to:</p> <ul style="list-style-type: none"> ✓ Have their child's rights supported ✓ Feel heard by the school
<p>Have the RESPONSIBILITY to:</p> <ul style="list-style-type: none"> ✓ Know and follow the school's expectations and routines (age appropriate) ✓ Treat all teachers and classmates with respect ✓ Help create an orderly environment ✓ Respect the rights of others 	<p>Staff have the RESPONSIBILITY to...</p> <ul style="list-style-type: none"> ✓ Know and follow the school and Department's policies ✓ Be consistent with the Implementation of the MPPS Behaviour Support Plan ✓ Plan and teach an engaging curriculum ✓ Communicate, collaborate and be respectful of colleagues, parents and students <p>Admin have the RESPONSIBILITY to...</p> <ul style="list-style-type: none"> ✓ Support staff with clear expectations, communication, training etc ✓ Provide clarity, consistency and structure within the school 	<p>Have the RESPONSIBILITY to:</p> <ul style="list-style-type: none"> ✓ Respect the school and its policies ✓ Support teachers ✓ Communicate with the school (email, telephone, attend meetings) ✓ Contact the school when an issue or concern arises. Matters will be dealt with in confidence. The order of contact should be the class teacher, Associate Principal and Principal. Issues that occur at school are managed internally and will be followed up by school staff as required. Parents should not contact the child or their family directly.

WHOLE SCHOOL EXPECTATIONS

The Mosman Park Primary School expectations regarding behaviour **sit on a foundation of giving our PERSONAL BEST in all that we do**, with high expectations of all and active participation by all. The Mosman Park Behaviour Expectations are:

1. **RESPONSIBILITY**
2. **RESPECT**
3. **PERSEVERANCE**

These whole school expectations are defined and expanded on in the Mosman Park Behaviour Matrix on page 3. Our school community (students, parents and school staff) have worked together to establish these expectations for behaviour. They are simple, clear and explicitly taught to all. The positive language used is embedded through our teaching and learning programs, whole school routines (e.g. Classroom Entry Routine), morning messages, weekly PowerPoints, assemblies and visuals displayed throughout the school. Classroom and Specialist teachers work explicitly with students at the beginning of each year to provide detail regarding expectations for their classrooms and lessons and continuously revisit this.

We also recognise that teachers, students and their families may have differing values. We can complement the school's principles with these values, but we should not detract from the ethos and policies of the school.

BEHAVIOUR MATRIX

	Responsibility We are responsible when we are accountable for our actions at school and in the community	Respect We are respectful when we value the worth of people or things and treat them with kindness and care.	Perseverance We persevere by learning how to work through challenges to achieve our personal best.
Whole School	<ul style="list-style-type: none"> • Join in • Clean up after yourself • Rubbish in the bin • Hands and feet to yourself • Wear school uniform correctly • Use electronic devices appropriately 	<ul style="list-style-type: none"> • Follow adult instructions • Be on time • Be kind • Be polite • Greet others warmly • Follow the rules even when no-one is watching 	<ul style="list-style-type: none"> • Keep trying when things get challenging • Learn from your mistakes • Ask for help when needed • Bounce back
In Class	<ul style="list-style-type: none"> • Make learning your number one • Take pride in your work • Be organised with your belongings • Look after your belongings • Always have a go 	<ul style="list-style-type: none"> • Whole body listening • Smart ignoring • Return to class promptly • Enter class quietly • Exit class quietly • Use a quiet voice • Allow others to learn 	<ul style="list-style-type: none"> • Stay focused and on task • Set goals and work towards them
Out of Class	<ul style="list-style-type: none"> • Safety is number one • Walk and move in an orderly way between classes • Walk on hard surfaces and fig tree area • Sit while eating • Wear your school hat • Play in allocated areas 	<ul style="list-style-type: none"> • Treat others and school property with respect • Get a drink and go to the toilet during break time • Use toilets correctly • Line up quietly in pairs and wait for the teacher after breaks • Walk your wheels • Pack away equipment 	<ul style="list-style-type: none"> • Be positive and use a calm voice • Work as a team
<p>Personal Best We strive to achieve our personal best in all that we do.</p>			

RESPONSES WHEN BEHAVIOUR EXPECTATIONS ARE NOT MET IN THE CLASSROOM ENVIRONMENT

Stage 1 Positive Environment – Positive Relationships – Clear Expectations

- Teachers to establish a positive classroom environment.
- Classroom behaviour expectations are established through the explicit teaching of expected behaviours and whole school routines. The expectations are displayed clearly around the school and referred to often. Behaviour routines are explicitly taught to support an orderly environment.
- Low-key Classroom Management Strategies (CMS) are used in all classrooms (see Appendix 1.)
- The *Mosman Park Primary School Effective Teaching Model* to be used in all classrooms.
- Students are aware of 1-2-3 Process and recording chart (see Appendix 2.)



Stage 2 Initial Disruption

- Disruption continues despite CMS strategies and implementation of MPPS Effective Teaching Model.
- Teacher begins the 1-2-3 Process (Appendix 2.) based on age, developmental stage and situational context
- Student's name is placed on the 1-2-3 chart and continues along the chart until it reaches 3 **prompting a referral to Admin.**
- The process is a reset at recess and lunch and does not transfer between teachers. However, teachers should be made aware of when the process has been started when handing over the class to another teacher. (Children who regularly reach stage 2 or 3 should be considered as Tier 2 and involved in Targeted Support).



Stage 3 First and Second Admin Referral

- Admin counsels student regarding behaviour using a restorative approach, and resets expectations.
- Admin will enter 1-2-3 disruption on Integris and ensure the student is ready to return to class.
- Student engages in restorative conversation with the classroom teacher founded on restorative principles before re-entry to the classroom.
- If the student is not ready to return to class, they will remain in the office and parents will be called.



Stage 4 Third Admin Referral

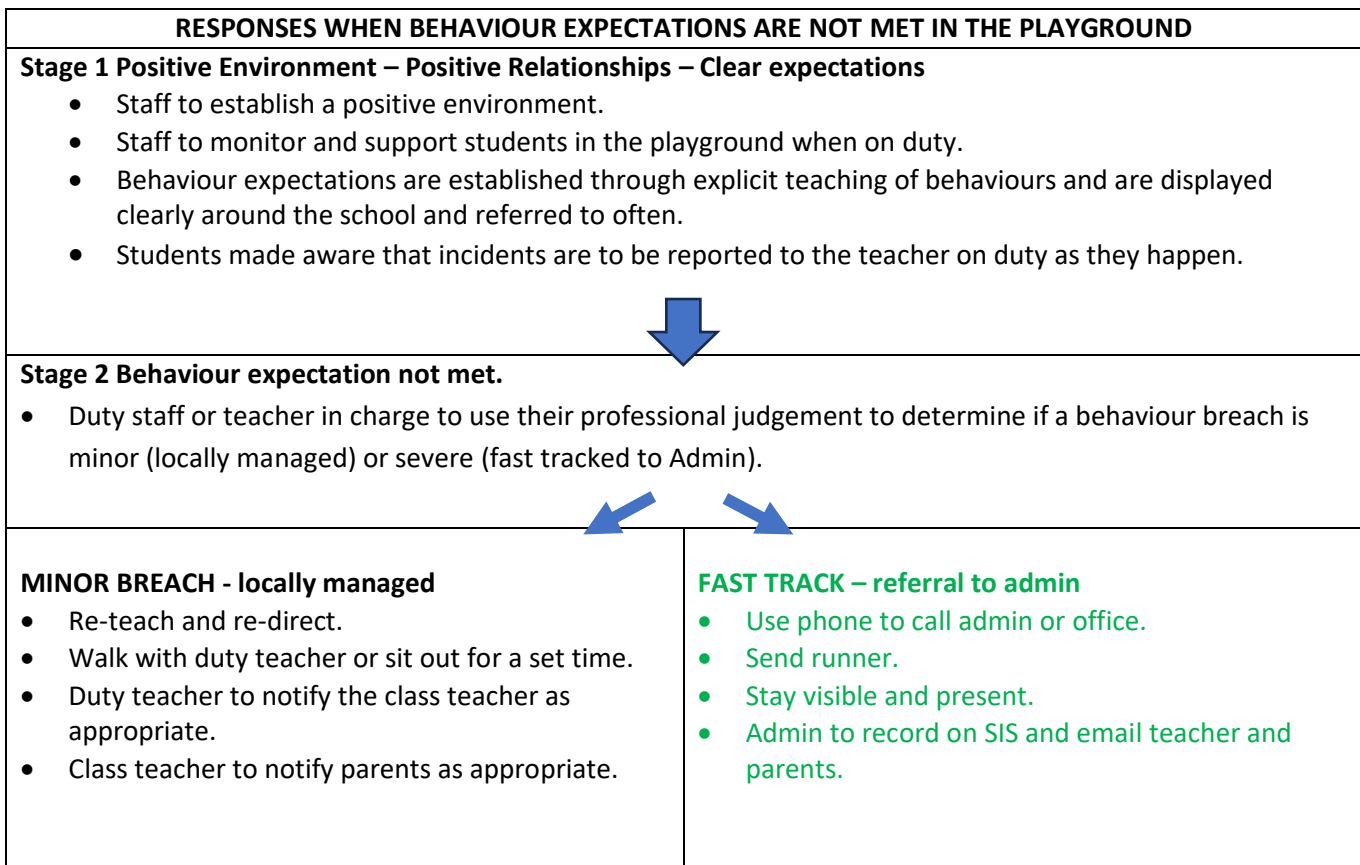
- At this level it is mandatory that a member of the Admin makes contact with the student's parents to request an interview.
- Three incidents may result in any/all of the following at the discretion of the Principal, in consultation with the classroom teacher and deputies:
 - ⇒ Targeted support described on pages 6-7.
 - ⇒ Withdrawal from break time or other activities.
 - ⇒ Creation of an Individual Behaviour Management Plan
 - ⇒ Inclusion in the G.R.I.T Program with the Chaplain to support social and emotional regulation.

SEVERITY CLAUSE – FAST TRACK

Severe incidents may be 'fast tracked' and require immediate office intervention based on the professional judgement of teachers and knowledge of pupils age, developmental stage and situational context. Severe behaviours may include, but are not limited to:

- ⇒ Repeatedly ignoring the teacher or refusing to follow adult instructions.
- ⇒ Repeatedly insolent or back chatting the teacher.
- ⇒ Threatening physical/verbal behaviour towards self, staff or students.
- ⇒ Destruction or vandalism
- ⇒ Theft
- ⇒ Sexualised language/behaviour

The School Administration will then apply consequences as deemed appropriate at the discretion of the principal in consultation with the classroom teacher and deputies. This may include suspension



MULTI-TIERED SUPPORT SYSTEMS

Universal, targeted, and intensive support is provided, based on student need, to foster a safe learning environment.

1. TIER 1 UNIVERSAL SUPPORT (80%)

Universal interventions promote positive behaviours for all students and maintain safe, respectful learning environments with preventive, agreed whole-school systems, practices and routines.

This is achieved through:

- Development of positive relationships between student/teacher/parent/caregiver.
- Effective routines and understanding of classroom practices and a predictable environment.

1.1 Teaching

- Teachers explicitly teach and work collaboratively with the students to create an understanding of expected behaviours, with a focus on an orderly environment and high standards aligned with the Behaviour Matrix.
- These behaviours are taught and referred to throughout the year and supported by behaviour routines (e.g. Classroom Exit Routine), assemblies and weekly PowerPoints.
- Administration Assemblies are conducted as required. They are scheduled before recess for 10 minutes. Teacher feedback and input is a key element of these assemblies. They may be whole school, or targeting certain year levels or phases of learning, as required.
- There is a focus on raising community awareness on the school’s expectations as appropriate, through updates and parent communications.
- Students are taught to report incidents; establishing the differences between ‘telling’ (when your aim is to stop a problem) and ‘dobbing’ (where your aim is to create a problem/reporting is not necessary).

- Students are taught the difference between a falling out or one-off incident, and bullying (repeated, targeted behaviour).
- Social and emotional regulation is taught through the Western Australian Health Curriculum, the *You Can Do It* Program and the *G.R.I.T* (Getting Along, Resilience Thinking, Identifying Emotions and Taking Responsibility) program run by the Chaplain.

1.2 Rewards

- Positive feedback specifically addressing the behaviour.
- Affirmative reinforcement, acknowledgement, and encouragement where positive behaviours are witnessed.
- House Cards, coloured to represent each House, are provided to students exhibiting examples of behaviour expectations. Students are publicly acknowledged at the student-led Values Assemblies.
- One House Card per House is drawn each week. The selected students are acknowledged in the Weekly PowerPoint and receive a Canteen Token.
- Use of merit awards awarded at school assemblies promote our values and success academically, socially and behaviourally.
- Classroom teachers may also have a class-specific, visual positive reward system e.g. marble jar, table points etc. that reflect the developmental age of the students.

1.3 Further Support & Consequences

- The use of intervention strategies such as Restorative approaches and questioning to help students rectify problematic behaviour.
- Responses when Behaviour Expectations are not met on Pages 4 & 5 of these guidelines.
- Routines which are explicitly taught (Classroom Entry, Classroom Exit, Transitions).
- Separate guidelines, aligned with Department of Education Policies, regarding responses to:
 - Bullying (verbal, social, physical, cyber and bystanders support) [Reduce Bullying in Schools](#)
 - Loss of Good Standing ([Directive from the Director General: Required action to be taken with students fighting or publishing videos of fighting.](#))
 - Student Health and Wellbeing [Student Health in Public Schools Policy - Policies - Department of Education](#)

2. TIER 2 TARGETED SUPPORT (15%)

Targeted interventions support students who are displaying low-level behaviours or emerging behaviours of concern that need to be addressed. MPPS have a range of supplementary response strategies to support pupils displaying emerging behaviours of concern.

The teacher should meet with parents to discuss concerns and to promote further understanding for all parties involved. If appropriate, the child should be involved in part of this discussion. A collaborative approach should outline any issues and set targets for improvement or change. Strategies could include:

- Target sheets
- Reward charts and in-school or at home rewards for meeting targets
- Planned consequences or response for continuation of behaviour (parents, pupil and teacher are all aware)
- Communication book
- Specific seating needs in the class
- Agreed movement breaks.
- Differentiated activities and/or requirements.
- Identification of an adult mentor (e.g., another teacher, EA, Chaplain, Ed-Connect Volunteer, Administrator)
- Inclusion in the G.R.I.T Program or Drumbeat Program with the Chaplain

- Planned play areas e.g., a specific area of the playground which can be more easily monitored by staff members during recess and lunch (roving duty teacher to support this)

Parents are encouraged to contact the school if they have any concerns or require additional information.

Teachers and parents will meet to review progress, as well as keeping open lines of communication.

Members of the Student Services Team, including the School Psychologist, Learning Support Co-ordinator, Chaplain, and members of Administration are available for support as necessary.

Admin to request support from Statewide Services including:

- School of Special Educational Needs: Disability
- School of Special Educational Needs: Behaviour and Engagement
- School of Special Educational Needs: Sensory
- School of Special Educational Needs: Medical and Mental Health
- Service Allocation, Prioritisation and Coordination

If it is unclear which area is best suited to meet the needs, then the school can raise a general support request. For ongoing behaviour difficulties, Escalation Profiles and Risk Management Plans will be developed with teacher, parent and pupil involvement.

3. TIER 3 INTENSIVE SUPPORT (5%)

Intensive support is required for students with complex needs.

3.1 Behaviour Support for Students with Complex Needs

The principal:

- Establishes case management processes for identified students, including:
 - ⇒ Understanding behaviour factors and identifying student needs and desired behaviours
 - ⇒ Analysing the function of student behaviour
 - ⇒ Developing a documented plan with input from parents and stakeholders
 - ⇒ Documenting processes for implementing, monitoring, and reviewing the plan.
 - ⇒ Collecting and using data to develop, review, and refine the plan.
 - ⇒ Minimizing the use of restrictive practices.

The principal will work with the School Psychologist, North Metropolitan Regional Office and Statewide Services Teams to provide behavioural support for students with complex needs.

RECORDING STUDENT BEHAVIOUR

Incidents and behaviours of note should be recorded on Integris allowing staff to keep accurate records and spot patterns. This includes all 1-2-3 breaches of behaviour expectations.

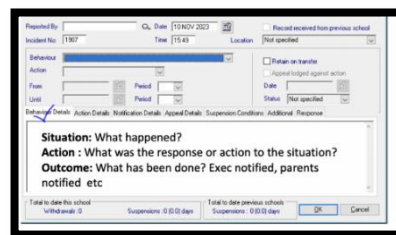
Behaviour Management sections (for most behaviour incidents)



(for which harm)



Student
do not fall
behaviour




Activity Sections
transgressions
under the
category e.g. self-



- Click on the pencil

Personal	Family Group	Additional	Movement Hist.	Groups	UDI	Teaching Sets	Misc.	Attendance Hist.	Medical	Activities
From	To	School	Reason For Leaving							

- Click on Activities
- Click on 

RETAINING RECORDS

The principal retains behaviour records in accordance with the School Education Regulations 2000 and management and archiving of records at the school (staff only), including all documentation regarding:

- consultation
- intervention strategies
- case management plans including risk mitigation strategies.

STAFF CAPABILITY BUILDING

The principal:

Offers staff training and professional learning opportunities to:

- Implement a whole-school approach to student behaviour effectively.
- Enhance learning outcomes for students with complex behaviour support needs through reflective practice.

All staff to be trained and/or coached in:

- Trauma Informed Practice 1 & 2

[Professional learning - Ikon - The Department of Education](#)

- Restorative Approaches

[Professional learning - Ikon - The Department of Education](#)

Commencing in 2024, select staff to be trained and/or coached in:

- Classroom Management Strategies

[Access classroom management strategies professional learning - Ikon - The Department of Education](#)

- Teaching for Impact

[Access Teaching for Impact professional learning and support - Ikon - The Department of Education](#)

Select staff trained in

- Gatekeeper Training for suicide prevention:

[Register for Gatekeeper Suicide Prevention training - Ikon - The Department of Education](#)

All staff have a responsibility to positively engage in professional learning to ensure that they are supporting children with evidence-based practices for behaviour and teaching and learning.

DEFINITIONS

Definitions of key terms used within this policy can be found in

[‘Student Behaviour in Public Schools Policy; Student Behaviour in Public Schools Procedures’](#):

Supporting Documents

The school’s policy is based on and supported by current policies and frameworks such as:

- [Building on strength](#)
- [Every student, every classroom, every day](#)
- [Aboriginal Cultural Standards Framework](#)
- [Quality Teaching Strategy](#)
 - [Teaching for Impact](#)
 - [School Culture Survey](#)

APPENDIX 1.

LOW KEY RESPONSES TO MISBEHAVIOUR (Classroom Management Strategies)

Skills that effective teachers use to respond to students when they first start to disrupt. They almost invisibly let the student know what he or she is doing is having a negative effect on learning. The response is as short or shorter than the interruption and the classroom atmosphere stays positive or neutral.

- ⇒ They involve 'Non' or 'Minimal' verbal responses.
- ⇒ They do not stop the flow of the lesson – quick and quiet.
- ⇒ They do not invite escalation – low emotional content.

1. Win students over.

- Meet students at the door.
- Demonstrate personal interest.
- Smile, humour, enthusiasm.
- Politeness, use names.

2. Use a signal to begin.

- Develop a signal or routine that means “quiet please.”
- Pause until silence or near silence is attained.
- Make the pause active – scan the room, move to the student.

3. Be on alert. Stop things before they go too far. (With – it – ness)

- Eye contact – the look.
- A quiet 'no' and nothing else.
- Finger motions. Use of a student's name.
- A shake of the head with a subtle, 'cough.'
- Know when to ignore.

4. Praise

- Praise another student who is in proximity for behaving appropriately.
- Praise the misbehaving student immediately when they demonstrate positive and appropriate behaviour.

5. Use proximity.

- Move around the room while teaching or while students are working.
- Move toward the inappropriate behaviour.
- Use touch (hand on shoulder, hand on hand) and avoid eye contact at this time.

6. Deal with the problem, not the student.

- Take pencil away etc, do not embarrass the student. Return object at appropriate time.

7. Plan student movement. (transitions)

- Who does what by when i.e. who gives out papers, collects books, lines up first etc.

8. Deal with the 'point of leverage' first

- Use whenever more than one student becomes involved after an initial inappropriate behaviour.

9. When asking questions signal the type of responses you want.

- Write it down.
- Numbered heads.
- Call out, choral.
- Think, pair, share.

10. Private Dialogue-

- a) Responding to misbehaviour-having a quiet word.
- b) Talking to students when they are working.

11. Planned ignore

Judgement call as to what you ignore as an event.

APPENDIX 2.

1-2-3 CHART

To maintain consistency all teachers must send their 1-2-3 charts with the students to specialist classes. The specialist teacher will continue the process in their classes and are responsible for advising the teacher of any incidents. All classes are to be **reset after recess and lunch** to ensure consistency of practice across the school.

Date	Student Name	Count 1	Count 2	Count 3	Admin Called
		Time. __:__	Time. __:__	Time. __:__	
		Time. __:__	Time. __:__	Time. __:__	
		Time. __:__	Time. __:__	Time. __:__	
		Time. __:__	Time. __:__	Time. __:__	
		Time. __:__	Time. __:__	Time. __:__	
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		Time. __:__	Time. __:__	Time. __:__	
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