



# Positive Behaviour Support Plan

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## Positive Behaviour Support Plan - Purpose

Mindarie Primary School's Positive Behaviour Support Plan exists to explicitly outline the responsibilities and expectations of all stakeholders (students, staff, parents and caregivers) associated with the school to create a safe, orderly, inclusive, supportive and culturally responsive learning environment. The plan outlines the necessary expectations, requirements, procedures, and supports, to assist stakeholders in upholding these responsibilities, to create an environment where undesirable behaviours are more likely to be reduced in frequency and severity.

## Whole School Expected Behaviours

Mindarie Primary's core expected behaviours are:  
**Achieving and Learning, Respectful, Resilient and Safe.**  
 These expected behaviours form the acronym, STARRS.

- S**tudents
- T**ogether
- A**chieving and Learning
- R**espectful
- R**esilient
- S**afe

## Visible Learning Dispositions

Sitting underneath our core expected behaviours are the dispositions we have identified of an effective learner. The dispositions are **perseverance, independence, resilience, cooperation, and creativity**. We believe providing our students with opportunities to practise and develop these dispositions will enable them to experience more success in meeting our expected behaviours. To assist our students in remembering these characteristics, each disposition is represented by a dog.

**Perseverant Pug**  
 Learners who show perseverance

- 🐾 Know their goal
- 🐾 Never give up
- 🐾 Find solutions
- 🐾 Do not make excuses
- 🐾 Make mistakes and try again
- 🐾 Ask clarifying questions

*"I can see..."*  
*"I will try..."*  
*"When I'm stuck I can..."*  
*"How can I do this differently?"*  
*"How can I use what I know?"*  
*"I will use this information to do better next time"*

Visible Learners at Mindarie Primary School

**Independent Irish Setter**  
 Learners who show independence

- 🐾 Accept challenges
- 🐾 Engage in their learning
- 🐾 Focus on the task
- 🐾 Ask relevant and appropriate questions
- 🐾 Think for themselves

*"How can I do this?"*  
*"I can do this now"*  
*"How can I do this differently?"*  
*"I can use the strategy of..."*  
*"I know I can... so I will try"*

Visible Learners at Mindarie Primary School

**Resilient Retriever**  
 Learners who show resilience

- 🐾 Think about the problem
- 🐾 Never give up
- 🐾 Bounce back and keep moving on
- 🐾 Try different ways
- 🐾 Use feedback
- 🐾 Reflect on their learning

*"What if..."*  
*"Let's try..."*  
*"How can we progress?"*  
*"It's ok if I make a mistake"*  
*"I can learn from my mistakes"*

Visible Learners at Mindarie Primary School

**Cooperative Collie**  
 Learners who show cooperation

- 🐾 Exchange ideas
- 🐾 Negotiate
- 🐾 Peer coach and teach
- 🐾 Take turns
- 🐾 Respect each other
- 🐾 Share responsibly

*"How can I help you?"*  
*"Let's try..."*  
*"Do you understand?"*  
*"Can you help me please?"*  
*"Would you like to work with me?"*  
*"Please and thankyou"*

Visible Learners at Mindarie Primary School

**Creative Cavalier**  
 Learners who show creativity

- 🐾 Innovate
- 🐾 Find alternatives
- 🐾 Use their imagination
- 🐾 Investigate possibilities
- 🐾 Take risks
- 🐾 Share ideas

*"How can I think about this in a different way?"*  
*"I wonder why this didn't work?"*  
*"I can explore!"*  
*"Let's imagine..."*

Visible Learners at Mindarie Primary School

## Staff Vision

Mindarie partnered with Brendan Spillane to develop a shared staff vision ([Appendix A](#)). This vision is now featured in the MPS Business Plan and continues to guide and influence the work we do in the areas of behaviour and school culture. Our school vision highlights our goal to uphold stakeholder protection by *standing by* our students, staff and parents, in complex times, in a commitment to excellence and care.

## WAPBS at Mindarie Primary School

WA Positive Behaviour Support is a whole school framework for enhancing, adopting and implementing a continuum of evidenced based interventions to achieve academically and behaviourally important outcomes for all students. It is a collaborative, community owned, approach to behaviour, individualised to meet the specific needs of our school and grow with Mindarie Primary School.

The framework is designed to be dynamic and evolving, changing where required to meet areas of need determined by data collected within the school.

WAPBS is built around a core belief that positive behaviour can be taught. In a WAPBS school, behaviour is viewed as another teachable aspect of the school curriculum. WAPBS schools offer students a supportive environment with consistent behavioural expectations where positive behaviour is part of the explicit teaching and learning program within the school.

Research has shown (*Horner & Sugai, 2000*) that the effective implementation of WAPBS can achieve:

- An increase in attendance.
- Students viewing school as a more positive and calmer environment.
- Teachers reporting a more positive and calmer environment and relationship with students.
- A reduction in the proportion and number of behavioural disruptions.
- An increase in academic performance.

WAPBS consists of three tiered systems running simultaneously in the school. The first, Tier 1, caters for all students at all times. Tiers 2 and 3 offer more targeted strategies and interventions for students requiring additional support in demonstrating expected behaviours.

### **Tier 3/Tertiary Interventions**

Individual students

Assessment-based

### **Tier 2/Secondary Interventions**

Some students (at-risk)

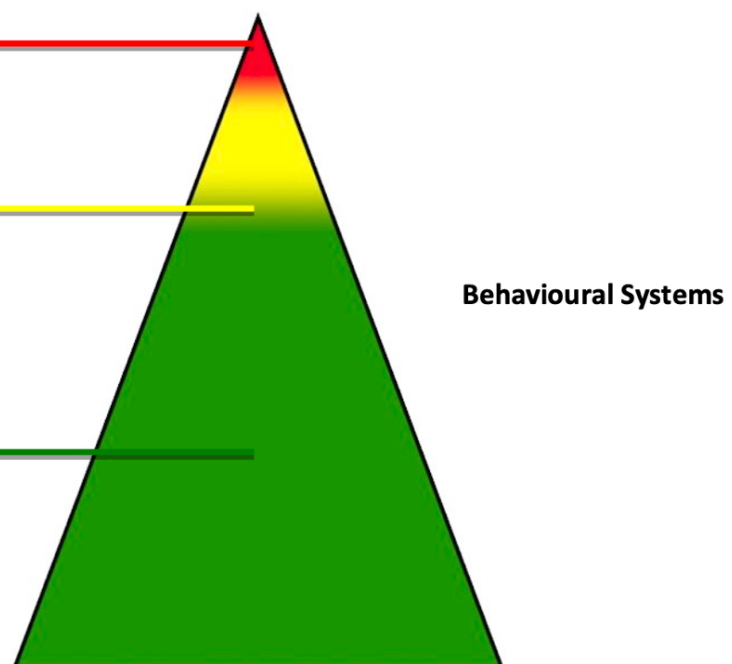
High efficiency

Rapid response

### **Tier 1/Universal Interventions**

All students, all settings

Preventative & proactive




## WAPBS Team Purpose Statement





The purpose of our WA Positive Behaviour Support Team is to guide the entire school community in developing a common understanding of the agreed expected behaviours and how to explicitly teach these.



Mindarie’s Behaviour Matrix explicitly informs staff, students, and visitors to the school how we can demonstrate the core expectations of **Achieving and Learning, Respect, Resilience and Safety**, in all contexts within the school. The matrix also forms the behaviour curriculum to be explicitly taught to our students.



## Mindarie Primary School Positive Behaviour Support Matrix

|   | At all times  | In the classroom  | Outside  |
|---|---|---|--|
|  <b>Achieving and Learning</b> | We are prepared.<br>We are always on time.  | We always do our best work.<br>We stay on task.   | We follow the agreed rules of the game.  |
|  <b>Respectful</b>             | We use our manners.<br>We follow staff directions.<br>We put rubbish in the correct bin.<br>We treat others fairly.                       | We show whole body listening.<br>We let others learn.<br>We move quietly through the school at all times. | We look after the gardens and school property.<br>We follow the expectations of the area we are in.                            |
|  <b>Resilient</b>             | We learn from our mistakes.<br>We show good sportsmanship.  | We persist when things get challenging.   | We attempt to resolve conflicts ourselves and seek help when needed.   |
|  <b>Safe</b>                 | We transition safely.<br>We keep our hands, feet and objects to ourselves.<br>We use equipment for the purpose for which it was designed. | We sit outside and wait for our teachers in the morning.  | We walk on paved areas.<br>We wear a school hat.<br>We play appropriately in the correct areas.<br>We walk bikes and scooters. |

## Restorative Practice at Mindarie

Restorative practices are solution focussed consequences that exist to repair damage from harmful behaviours conducted at school. These practices and strategies exist alongside other consequences, outlined within this plan, to ensure all behaviours at Mindarie Primary School are responded to with **fairness and proportionate consequences**.

At Mindarie, we accept that, like us, our students can and will make mistakes. When things inevitably go wrong for our students, and where it is appropriate to do so, MPS staff will conduct a restorative session with all affected parties. This is usually in the form of a discussion with affected students and involves questions and prompts designed to assist our students in reflecting on their behaviours, choices, and actions. This is a solution focussed process designed to **build empathy** in our students and **restore** and **repair** any **damage** done between peers at school (*refer to [Appendix B, Restorative Practices](#), for more information*).

During break times, an incident may require more time or unpacking than duty staff and allied professionals have time to dedicate to seeing it resolved. In these instances, students will be asked to attend the Reflection Room to conduct the restorative process with a member of the admin team (See [Reflection Room](#) information on page 11).

## Leadership Team (Principal and Associates)

- Model and reinforce MPS expected behaviours.
- Ensure all staff consistently model and reinforce the MPS Expected Behaviours, *Positive Behaviour Support Plan*, and procedures.
- Respond to harmful behaviours with a solution focus and intent to repair damage.
- Maintain and support the WAPBS team.
- Recognise and encourage positive behaviours.
- Support teachers when responding to harmful behaviours.
- Ensure that BSP / Risk Management plans are in place for students at risk or with severe behavioural problems, including students who are at risk of suicidal behaviour and/or non-suicidal self-injury.
- Ensure that suspensions and exclusions are end of the line management practice and utilised in accordance with Department of Education policy.
- Review the Positive Behaviour Support Plan annually, or wherever school data indicates the need.

## Teaching Staff

- Model and reinforce MPS expected behaviours.
- Establish and maintain a positive and engaging classroom environment.
- Establish class agreements/charters and ensure they are understood by students, adhere to the Positive Behaviour Support Plan, and are prominently displayed in the classroom.
- Explicitly model, teach, monitor, reinforce, reward, and reteach expected behaviours.
- Respond to harmful behaviours with a solution focus and intent to repair damage.
- Provide lessons which are relevant, inclusive, and engaging.
- Utilise CMS (Classroom Management Strategies) in response to low-key incidences of behaviour ([Appendix C: CMS guide](#)).
- Follow the *Responding to Harmful Behaviours* flow chart ([page 10](#)).
- Communicate student progress and concerns to parents.
- Keep records of student behaviour on Compass ([page 12](#)).
- Establish a quiet place ([reset zone](#)) in the classroom as per the *choice* phase of the *Responding to Harmful behaviours* procedures on [page 10](#).
- Establish a quiet place outside of the classroom, as per the *choice* phase of the *Responding to Harmful behaviours* procedures on [page 10](#). This location must be observable from the classroom to ensure duty of care is maintained.
- Follow Duty expectations ([page 8](#)).
- Establish and maintain an BSP for any student who requires additional support.

## Allied Professionals

- Model and reinforce MPS expected behaviours.
- Respond to harmful behaviours with a solution focus and intent to repair damage.
- Support teaching staff in upholding their roles and responsibilities.
- Contribute towards a positive classroom/school environment (be caring, kind, fair but firm).
- Establish positive relationships with students, staff, parents, and caregivers.
- Actively supervise students during Duty responsibilities by moving around designated areas, ongoing scanning of the area, distribution of positive rewards for instances of desired behaviours and delivery of affective statements through ongoing interactions with students.

## Students

- Practice the MPS expected behaviours.
- Contribute positively to the classroom and wider school environment.
- Engage openly and honestly in restorative sessions with staff when harm has been done.
- Accept responsibility for actions and approach conflict with a solution focus and intent to repair damage.

## Parents and Caregivers

- Promote, model and reinforce MPS expected behaviours.
- Assume good intentions of staff and approach harmful behaviours with a solution focus and intent to repair damage (*approaching with curiosity*).
- Contribute towards a positive school environment:
  - Be polite and expect politeness.
  - Model respectful, courteous, and honest behaviour.
- Ensure children arrive at school 'school ready' and prepared for success with appropriate needs met and the necessary equipment (breakfast, sleep, equipment, uniform, lunches etc.).
- Work collaboratively with MPS staff in instances where additional supports, such as an Individual Behaviour Support Plan (BSP), are required.
- Respect the right of staff to disconnect from work outside of work hours.
- Uphold *stakeholder protection* (staff, parents and students standing by one another) by not participating in judgmental gossip in person, in writing, or on social media; about our students, staff and school community members (stakeholders)

Additional Department of Education expectations and responsibilities of parents/carers and visitors to the school are outlined on the DOE's [Connect and Respect: Engagement](#) document.



### Expectations that promote learning, wellbeing and safety in all public schools in Western Australia.

Together we make a difference. We welcome parents and other members of our diverse community into schools across Western Australia. Student learning is strengthened when school staff, parents and carers are actively and positively involved in their education.

We all share a responsibility for providing a safe, supportive and productive environment, free from bullying, harassment, discrimination and violence. Parents and carers and other visitors to schools support safety by ensuring communication and conduct at school and school activities is respectful. Every student, staff member, parent or carer has the right to feel safe and be safe at our schools.

| Respectful engagement:   | It is expected that parents and carers and/or visitors to our schools will:  | Parents and carers and/or visitors to our schools demonstrate this by: |
|--|--|--|
| <b>Culture</b> <ul style="list-style-type: none"> <li>• recognise every student is important to us</li> <li>• contribute to a respectful school culture</li> <li>• promote and model good behaviour</li> <li>• work together with staff to resolve issues or concerns</li> <li>• respect the right of staff to disconnect from work outside of school hours</li> <li>• share responsibility in creating safe and secure learning environments</li> </ul> | <ul style="list-style-type: none"> <li>• respecting the diversity of our schools and the right to an education for every child</li> <li>• always communicating respectfully about our schools and our staff</li> <li>• not engaging in malicious or judgmental gossip in person, in writing, or on social media, about our students, staff and school community members</li> <li>• raising concerns early with a staff member, the principal or the Department of Education directly</li> <li>• understanding sometimes compromises are necessary, to find an acceptable solution to concerns raised</li> <li>• understanding that obstacles, barriers and disappointments are part of the growth journey</li> <li>• supporting children and young people to work through difficulties and build resilience</li> </ul> |  |
| <b>Communication</b> <ul style="list-style-type: none"> <li>• be mutually respectful</li> <li>• actively help to solve concerns</li> <li>• use the school's communication channels and processes to address concerns</li> </ul>  | <ul style="list-style-type: none"> <li>• appreciating that school staff may not be available to respond immediately</li> <li>• knowing that staff will respond to appropriate communication when they are able</li> <li>• requesting a meeting to discuss any concerns about your child's education – allowing staff time to prepare and appreciating their time may be limited</li> <li>• not using offensive, insulting and derogatory language, and inappropriate conduct</li> <li>• being kind when interacting with others</li> </ul>   |  |
| <b>Collaboration</b> <ul style="list-style-type: none"> <li>• work with the school to provide a safe and productive learning environment</li> <li>• ensure your child attends school ready to learn</li> <li>• know and support the school's Student Good Standing Policy</li> <li>• schedule meetings at an agreed time, for an agreed purpose</li> </ul>   | <ul style="list-style-type: none"> <li>• maintaining professional relationships that are open, honest and respectful</li> <li>• taking responsibility for your child online and leaving school early on time every day</li> <li>• supporting your child to understand and follow the Student Good Standing requirements</li> <li>• scheduling an appointment to meet with the teacher or principal</li> </ul>  |  |



Staff are expected to participate in break time duties throughout the week. MPS staff have agreed on the following duty expectations:

- Wear a vest and take a whistle.
- Be on time to you allocated area.
- Be visible, move around the area and actively engage with students.
- Familiarise yourself with, and reinforce, the expectations of the specific area you are on duty (these will soon be found in duty bags and at entry points to each area).
- Ensure gameplay is appropriate and safe.
- Maintain respectful relationships; relationships first (do not escalate a situation for the sake of a rule).
- Actively listen to student problems and attempt to resolve ([3P-3P-3F](#) or [30P-30P-30F](#)).
- Refer students to the Reflection Room if an issue is beyond your capacity to resolve.
- Playground issues should not come back to class. It is ok to refer to the Reflection Room for the following break or day (unless a severe behaviour has occurred, and Admin intervention is required).
- Model and re-enforce the expected behaviours (Achieving and Learning, Respectful, Resilient and Safe) and acknowledge desired behaviours with affective statements and STARRS slips.
- No open coffee mugs or noodle cups (boiling water).
- Use a mobile phone only for calling admin or accessing information from Compass.
- If a duty teacher does not show to an area, phone the office for support.

A [duty map](#) is available on [page 32](#)



| Duty Area                                  | Colour |
|--|--------|
| Junior Play 1                              | 1      |
| Junior Play 2                              | 2      |
| Nature Play                                | 3      |
| Grass Area Blocks 2-3 (Year 2 ball sports) | 4      |
| Quad Blocks 1-2 (Year 3 ball sports)       | 5      |
| Tiger Turf and Quad                        | 6      |
| Senior Playground                          | 7      |
| Oval                                       | 8      |
| Courts & Grassed Area                      | 9      |
| Library                                    | 10     |
| Reflection Room                            | 11     |
| Early Childhood – Top (ECE 1 & 2)          | 12     |
| Early Childhood – Bottom (ECE 3,4 & 5)     | 13     |





## STARRS Slips and Stamps (*free and frequent rewards*)

- Students earn STARRS acknowledgement slips for instances of demonstrating expected behaviours; *Achieving and Learning, Respect, Resilience and Safe*.
- These slips may be awarded from any member of staff in any context. Once awarded, faction points cannot be lost or taken away.
- As staff hand a slip to a student, they will deliver an affective statement articulating to the student what the acknowledgement is for (for example, *I am impressed by how well you are listening right now, thank you for being respectful, or I am pleased to see you tried that problem again and did not give up, thank you for being resilient*).
- STARRS Slips should be collected and stored by students who will receive one PBS Stamp for every five slips received. Once recorded, students may deposit their completed slips into their corresponding faction mailbox, earning whole-school faction points.
- Three slips are drawn at random at each assembly. The first drawn winner receives a main prize and the Mindarie STARRS Cup for their classroom to hold until the next assembly. The two runner up STARRS slips will each receive a minor prize.
- PBS Stamps contribute towards individual recognition rewards at the following tiers:
  - 10 stamps (50 slips) = Bronze Certificate
  - 20 stamps (100 slips) = Silver Certificate
  - 30 stamps (150 slips) = Gold Certificate
  - 40 stamps (200 slips) = Hat Patch
  - The process may be repeated, if necessary, resetting, then working toward additional hat patches.
- Teachers will keep a running total of distributed class slips (or stamps), for whole class acknowledgements and rewards. Classes will receive a reward, to be negotiated between the students and teacher, when they reach a combined total of 750 slips (150 stamps), then again at 1500 slips (300 stamps) and so on. It is expected that classes will reach a minimum of two whole-class rewards, per term.
- Faction Free Dress days will be awarded when each faction hits a set goal of STARRS Slips, to be determined at the beginning of the semester.

**Thank You!**

for being

Achieving and Learning

Respectful

Resilient

Safe

Sharks

Whales

Dolphins

Stingrays

NAME: \_\_\_\_\_

STAFF NAME: \_\_\_\_\_

## Faction Points

- Faction points are earned throughout the year through STARRS Slips and school faction events, such as carnivals and competitions. Factions compete for faction-wide rewards and the chance to become the winning faction each year. Once awarded, faction points cannot be lost or taken away.

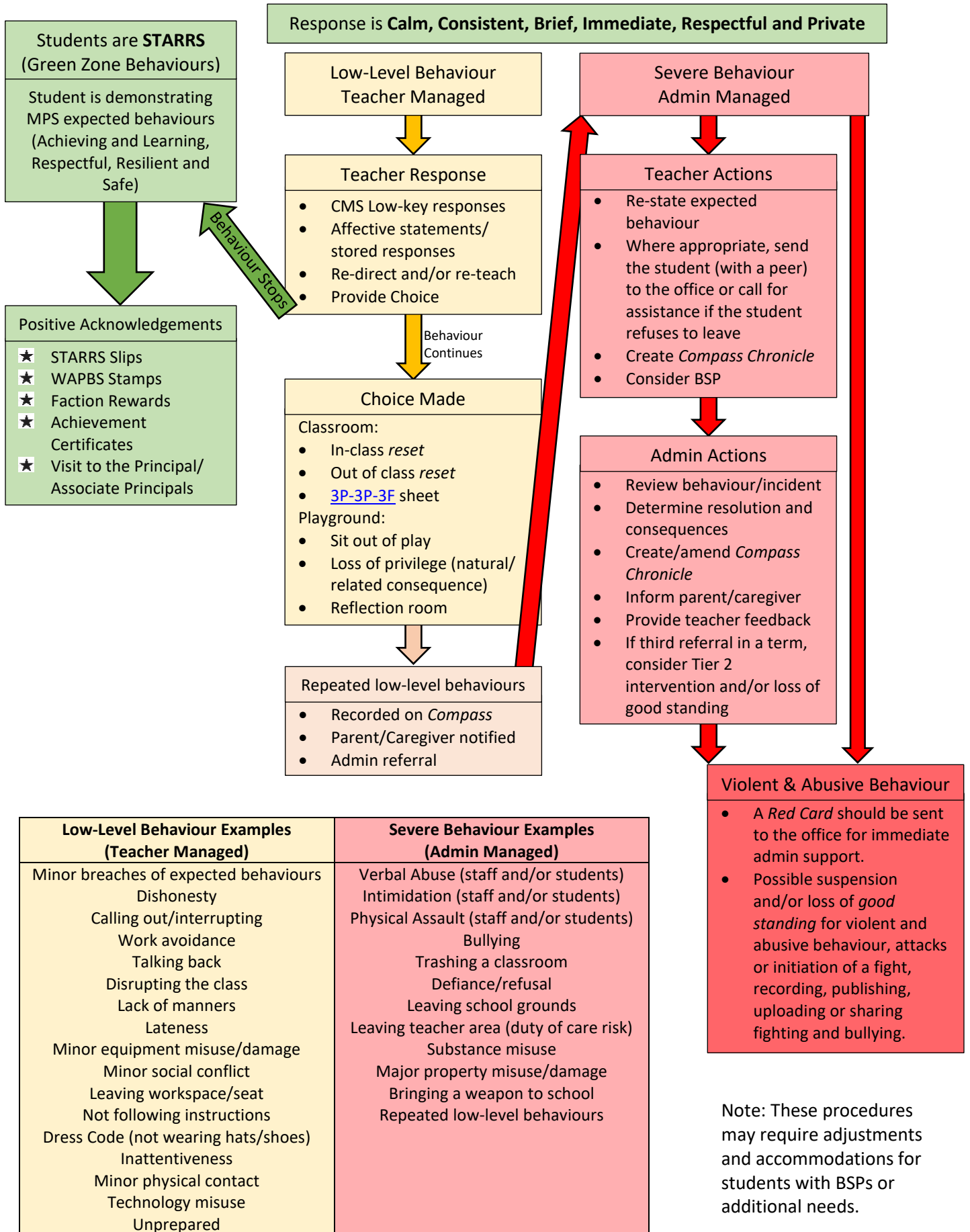
## Achievement Awards

- Students may be recognised by teachers for achievements at a whole school assembly.

## Visits to Administration

- Students may be sent to see a member of the administration team to be acknowledged for instances of demonstrating expected behaviours and/or achievement.

# Responding to Harmful Behaviours – Flow Chart



During lunch and recess breaks, in instances where an incident may require more time or unpacking than a duty teacher or allied professional has time to dedicate to seeing it resolved, students may be sent to the *Reflection Room* to conduct the restorative process with a member of our admin team (Associate Principals or Principal). Reflection Room attendance is an opportunity for students to reflect on any harm done and formulate a solution to repair the damage. Reflection room attendance should not be viewed as a punishment or punitive consequence and as such, students will not be sent for the sake of a consequence. The Reflection Room will provide our students with an opportunity to further develop **resilience, problem solving skills** and **empathy**.

## Good Standing

At Mindarie Primary School, good standing of students is expected. All students start with good standing. A student loses good standing after a breach, or series of breaches, of school discipline, as per the *Responding to Harmful Behaviours* flow chart on [page 10](#). Loss of good standing may result in loss of privileges and participation in events throughout the school year, such as, but not limited to, excursions, incursions, sports carnivals, and Year 6 *Big Week Out* activities. Good Standing is retained by students through them complying with Mindarie Primary School's expected behaviours and the roles and responsibilities outlined within the Positive Behaviour Support Plan.

## Student Suspensions and Exclusion

A student may be suspended for a severe behaviour incident. Suspension is a last resort and made on a case-by-case basis. Suspension may apply to students in cases where:

- the student attacks other students or instigates fights.
- the student chooses to film or share fight content or promote violence.
- his or her behaviour has disrupted the educational instruction of other students.

The principal will assign a provisional suspension period, investigate the incident, and consider applying the loss of good standing.

As per the Department of Education's [Standing Together Against Violence Minister's statement](#), the principal "will automatically move to exclude any student who physically attacks school staff." After a physical attack, principals will immediately start an exclusion process. 'Exclusion' means the student is removed from a particular school permanently or for a specified period of time.



## Compass Chronicles

Repeated low-level behaviours or an incident of a severe behaviour must be recorded in a *Chronicle on Compass*. It is important that Compass Chronicles are kept clear, concise, and objective. Where possible, each chronicle should contain

- Name of student/s involved (use initials for additional students or in cases of a shared chronicle entry).
- Brief description of the incident/behaviour and relevant facts.
- Include the date, time, and location.
- Relevant parent contact and/or any outcomes or measures taken.

If an admin referral is made, the member of admin who managed the incident will amend the initial chronicle to include any follow up procedures.

When a member of staff enters a Chronicle for/or involving a student who is not in their class, they will add the child's classroom teacher in the *notify chain* to ensure the incident is effectively communicated.

If the Chronicle requires admin attention, staff will add their line manager to the notification chain.

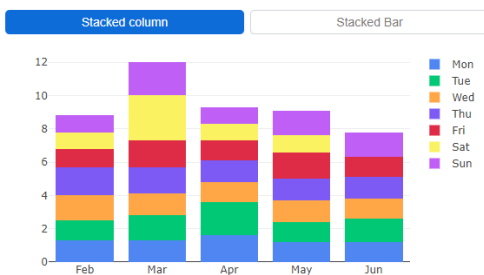
## Data Tracking

Instances of behaviour (positive achievements and harmful behaviours) requiring a Chronicle entry are tracked through Compass' *Pulse* analytics. The WAPBS team will analyse data to identify students requiring Tier 2 intervention. Tier 2 Intervention strategies are targeted towards the individual needs of a child and are determined in a case-by-case nature.

Further Tier 2 supports, and processes, will be devised as Mindarie Primary School completes Tier 2 WAPBS training in 2024. At present, Mindarie's Tier 2 and Tier 3 Supports can be found on [page 13](#).

Average Entries per Day/Month

Range: This Year; Involved, Not Defined, +3 others



Negative: Average Chroni...

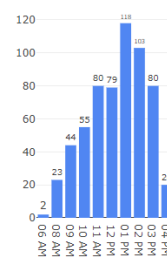
Range: This Semester vs Last Semes...

5.37  
▲ 5.37

Reports by Time of Day

Range: This Year; Attitude/Behaviour, ...

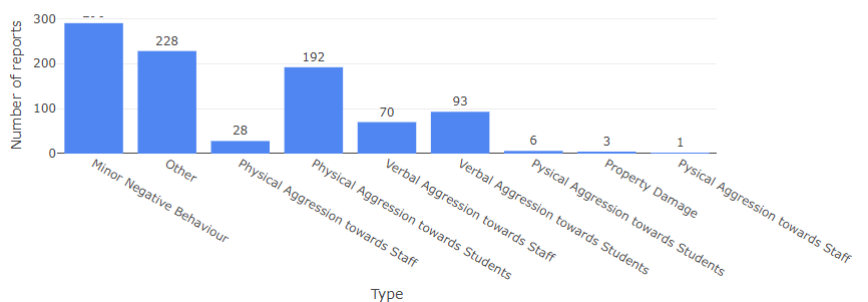
Column Bar Pie Table



Number of entries - Type

Range: This Year; Involved, Not Defined, +3 others; By Behaviour Type

Column graph Student Breakdown



Pulse analytics sample data displays



### Behaviour Support Plans (BSP) and Risk Management Plans

**BSP:** A student who exhibits frequent low-level behaviours or a severe behaviour may require a Behaviour Support Plan (BSP) as an additional support. BSPs are developed by the student's classroom teacher, but may require consultation from members of admin, the School Psychologist, and other stakeholders currently working with the student ([BSP template, Appendix D](#)).

**Risk Management Plans:** In cases where a student has exhibited a severe behaviour that presents a particular risk to themselves or others, a Risk Management Plan may be required. RMPs are generally developed by the student's classroom teacher in collaboration with members of admin, the School Psychologist, and other stakeholders currently working with the student. RMPs may be developed to reduce risk relating to suicidal and or non-suicidal self-injury ([RMP template, Appendix E](#)) or for a particular school event, incursion or excursion ([RMP template, Appendix F](#)).

### Breaks

Students at MPS who have a diagnosed or imputed disability may require additional break times, in addition to recess and lunch. Breaks should be provided to students as opportunities to regulate their behaviour and return to baseline in readiness for success with learning. It is important that the difference between a break and reward for a student is explicit and clear to all stakeholders working with the student. Breaks for Tier 2 and Tier 3 students should be structured as:

1. *Break:* an opportunity for the student to prepare for learning.
2. *Work:* a pre-negotiated task or component of work to complete.
3. *Reward:* Acknowledgement of the work with a reward that differs from the break.

### School Dogs

School dogs operate in a therapy capacity as an additional support for Tier 2 and Tier 3 students. While all students can check-in with a school dog from time to time as the dogs make their way around the school, individual time with a school dog should only occur as a pre-determined *break*, *reward*, or as a specific strategy identified within a BSP or RMP.

A member of admin may elect to bring a dog to comfort a student or assist in a de-escalation for a student experiencing emotional difficulties.

### Sensory Rooms and SAER Space (Admin Building)

Sensory rooms are located in teaching blocks around the school and exist to allow students who require a sensory break or a space, to regulate their behaviour, an opportunity to do so safely with their privacy upheld. Sensory rooms may be accessed at teacher discretion and should be monitored by a student's teacher or Education Assistant when in use.

The outdoor SAER space, located at the rear of the admin building, is a larger sensory area allowing students to participate in more physical sensory stimulation. Students may not access the trampoline in this area without written consent from a parent and supervision by a member of staff.

## Staff Supports (Post-Incident Supports)

At MPS we recognise that severe behaviour incidents can negatively affect our staff. Below are some of the supports available to staff involved or targeted in a severe behaviour, should they choose to access them:

- The affected staff member will be offered an immediate break to recuperate following an incident. This may look like access to a coffee break or a quiet space.
- The affected staff member will be provided with an opportunity to unpack the incident and reflect with the admin team to explore any necessary changes to practice, policy or procedures concerning the student. BSP and Risk Management Plans may need to be developed or updated.
- The School Psychologist can be available to offer Psychological *First Aid* (an immediate check-in) post-incident.
- All staff may access counselling and psychological support through [PeopleSense](#). This is a free professional and confidential service that can be used for work and personal issues that are impacting on wellbeing.  
[PeopleSense](#): 1300 307 912

## Incident Reflection Template

The following may be used as a guide to assist in reflecting on a critical incident and unpacking possible supports and changes that may need to occur.

### Background

| <u>Setting</u>  | <u>Staff Involved</u>  | <u>Student Involved</u>   |
|---|--|---|
| Location<br>Time of day<br>Subject<br>Environmental factors (noise, light, space) | Teacher<br>Education Assistant<br>External Provider<br>University Placement Student<br>Parent<br>Visitor | Year group<br>Peers<br>Buddy class<br>Siblings/family<br>SAER student |

### Triggers

### Positives

### Negatives

### Lessons Learnt

### Consequences

### Actions (what/who/when)

### Follow Up

### Review Date

### Team Involved

# Measures to Address Mobile and Electronic Devices

## Principles

As per the Department of Education policy, mobile phones are banned in public schools from the time students arrive at school to the end of the school day. The Department expects that Mobile Phones are “off and away all day.” At present, students are allowed to keep mobile phones in their bags, with an expectation that the devices are off and not accessed during the school day.

A mobile device may be permitted in instances where a student has a diagnosed medical condition that requires a mobile device to monitor their health (e.g., diabetes).

Students bring mobile devices at their own risk. Under no circumstances will the school accept responsibility for the loss, theft or damage to a student’s mobile phone and/or electronic device (including smartwatches).

## Guidelines

Mobile devices are to be turned off at the beginning of the school day and stored in student bags. Smartwatches must be switched to an *Airplane* or *Do Not Disturb* mode during school hours to turn off the communication capability and app alerts.

Students are not permitted to contact parents, friends, or others, through electronic devices or *Messenger* apps during the school day. Students should be encouraged to deal with problems directly or report to a teacher or staff member for support where necessary. MPS staff will contact parents and guardians regarding significant incidents and concerns throughout the day.

No student may use a mobile or electronic device to record images or sound of other students, staff, or community members on school grounds.

Students not complying with these guidelines will have their device confiscated and their parents contacted to collect.

Students with a diagnosed medical condition who require a mobile device to monitor their health are permitted to use their phone in the classroom under the guidance of a supervising adult.

Related Policy and Useful Links:

[MPS BYOD Policy](#)

[MPS ICT Acceptable Use Policy and Guidelines](#)

[MPS ICT Acceptable Use Student Agreement](#)

[Department of Education Mobile Phone Policy](#)

## Measures to Address Bullying

Every school is expected to have a safe, supportive, respectful, and positive learning environment free from bullying, harassment, discrimination and violence, so student wellbeing and academic outcomes are maximised. The prevention of bullying is a community responsibility and is preventatively targeted at MPS through a WAPBS sustained positive school culture of clear behavioural expectations; Achieving and Learning, Resilience, Respect and Safety.

**Bullying Definition:** Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Bullying of any form or for any reason can have long-term effects on those involved, including bystanders. Single incidents of conflict or fights between equals, (*mean on purpose* behaviour and *friendship fires*) whether in person or online, are not defined as bullying.

**School-based Prevention:** The Western Australian curriculum features a clear focus on students learning to make healthy decisions and choices and to take actions to promote their own health, safety and wellbeing. This includes students learning how to seek help and keep themselves safe, developing assertiveness skills and acquiring the strategies necessary to identify risks to their safety and health, and to minimise and manage conflicts in a range of relationships. Support for victims of bullying is available through the school Chaplain, classroom teachers, allied professionals, associate principals, school principal and outside agencies (as required).

**Staff Responsibilities:** Teaching staff explicitly teach MPS expected behaviours in conjunction with the WA Health Curriculum and Mandatory Protective Behaviours Curriculum. Staff will intervene early in suspected cases of bullying and harassment and ensure a plan is put in place for the victim (Restorative Practices to build empathy). Similarly, instances of bullying or harassment will be dealt with as severe behaviours, as per the *responding to harmful behaviours* flow chart on [page 10](#).

## Cyber-Bullying and Online Incidents

MPS staff will always support students in instances of mean-on-purpose or unkind behaviours. Unfortunately, inappropriate interactions and shared media between students online is a domain the school does not have the ability to monitor. It is very difficult to hold students accountable for their actions in this space and accountability and safety measures ultimately sit with the parents and guardians of MPS students. Any ongoing instances of harassment, targeted online behaviours or inappropriate use of a platform should be reported to the organisation who manages the platform in question. Harmful online behavior can also be reported at the [eSafety Commission website](#) or police.

Related Policy and Useful Links:

[Department of Education Bullying Resources](#)

[eSafety Commissioner](#)



## Measures to Address Aggression and Restrictive Practices (Restraints)

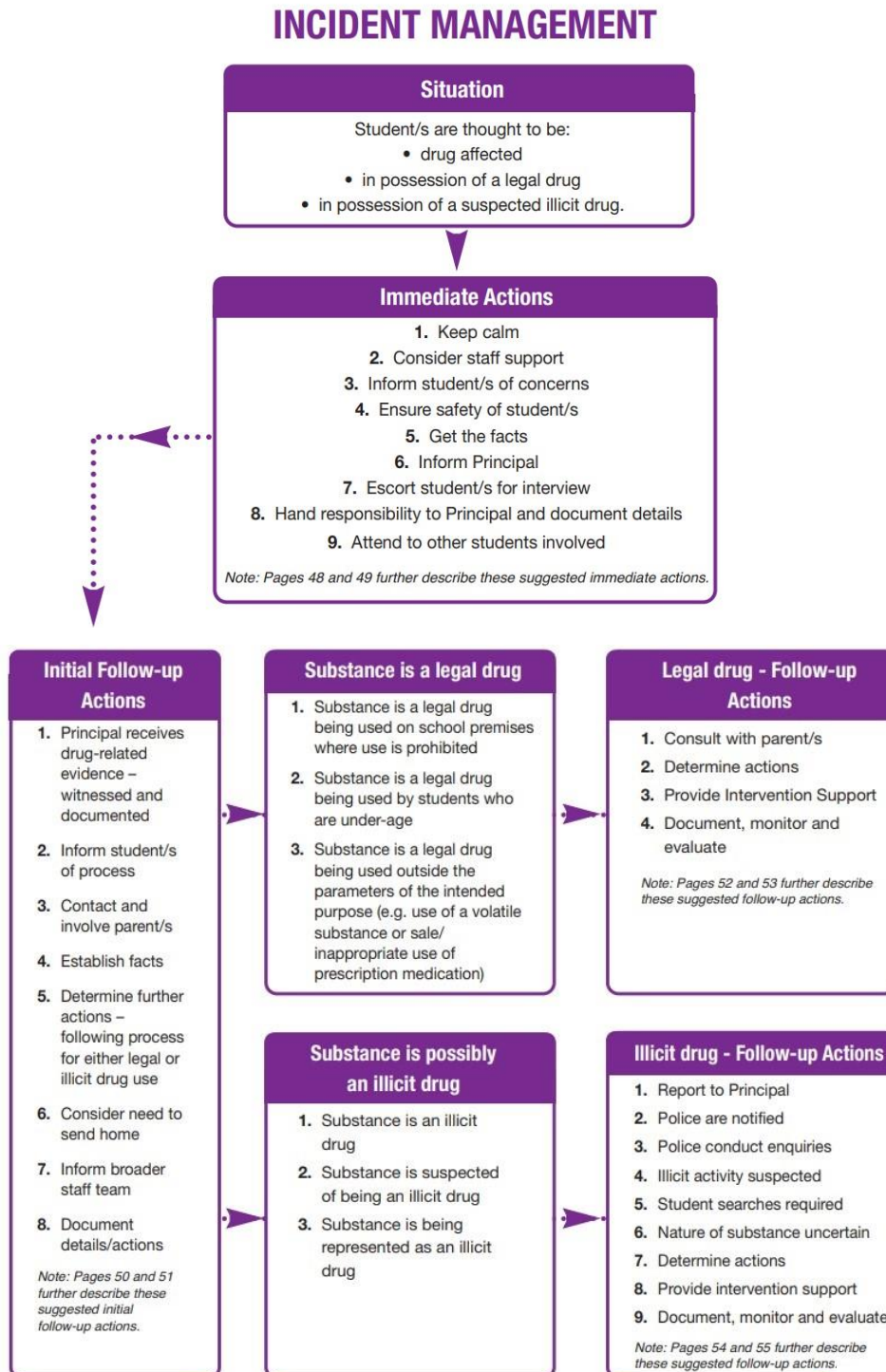
On occasions, challenging and violent behaviour from some students can compromise the safety and opportunity for other students to learn. De-escalation is always the priority. If a situation escalates, and a student becomes aggressive, teachers should consider moving their students away from the threat before engaging it directly. Restrictive practices, such as restraint, should only ever be used as a last resort and undertaken exclusively by the Administration Team and/or staff with the relevant *Team Teach* training. Restraints will only be used:

- in circumstances where a student's emotional or behavioural state prevents other strategies to maintain the good order of the learning environment from being successful;
- where the emotional or behavioural state poses imminent risk of harm to self or others, or risks significant damage to property; and
- for the minimum amount of time needed for the student to recover to an emotional or behavioural state whereby less restrictive strategies may be successful.

In the event of a restraint, a restraint report will be required to be made immediately after the incident.

# Measures to Address Drug and Alcohol Misuse

As with our measures to address bullying, the prevention of drug and alcohol misuse by students is a community responsibility and is preventatively targeted through WAPBS behavioural expectations of, **Achievement** and **Learning, Respect, Resilience** and **Safety**, the delivery of the Western Australian Health Curriculum and mandatory *Protective Behaviours Curriculum*.



Taken from the SDERA School Drug Education Guidelines

<https://www.sdera.wa.edu.au/media/1309/developing-school-drug-education-guidelines.pdf>

# Measures to Address the Presence of Weapons on School Sites

Students must not be in possession of a weapon at school or during school activities. Students who bring a weapon to school are in serious breach of school discipline and may also have committed a criminal offence under the [Weapons Act 1999](#). Students must tell school staff if they are aware of another student who has a weapon at school.

## Seize and secure the weapon

If you suspect or know that a student has a weapon:

- do not search the student.
- assess the risk to the student and others.
- tell your principal or their nominee immediately.
- arrange for the student to go with a staff member to meet with the principal or their nominee..

Principals, in the presence of a witness, request the student:

- hand over the weapon.
- cooperates in a search of their possessions.

If the student doesn't hand over a weapon or give permission for a search:

1. Inform the student's parents.
2. Ask the parents for permission to search the student's possessions.
3. Give the parents an opportunity to speak with the student.
4. Arrange for a member of school staff and the principal's witness to supervise the student.

If the student's parents don't give permission to search the student's possessions:

- seize the student's possessions, if it is safe to do so.
- label and securely store the possessions in the presence of a witness.
- If you find or are given a weapon, give your principal the weapon and the:
  - date, time and location where the weapon was found or handed in.
  - names of any school staff and students who have had contact with the weapon.

Principals should:

- label and store the weapon securely.
- accept responsibility for its security until giving it to WA Police Force or the student's parents.
- record the names of anyone involved in the incident, including students, staff, parents and police officers.

## Identify the reason for the weapon

Identify why the student has a weapon. It could be:

- for self-protection or self-defence.
- to injure someone, or cause someone to fear that they will be injured or harmed.
- another reason, such as non-suicidal self-injury (NSSI) or by accident.

## Respond to students who bring a weapon for self-protection, self-defence to injure or threaten harm

### Suspend the student

It is a breach of school discipline for students to bring a weapon to school:

- for self-protection or self-defence.
- to injure someone, or cause someone to fear that they will be injured or harmed.

Principals must suspend the student immediately:

1. Enter the suspension into your school information management system. Use the Z code to record the suspension.
2. Follow the normal suspension procedures in the [Requirements related to the Student Behaviour in Public Schools policy](#)
3. Make an Online Incident Notification (OIN). Refer to [Report an incident at your school](#).
4. Assist and support the student to promote a more appropriate way of dealing with the threat perceived.

# Measures to Address the Presence of Weapons on School Sites

## Identify if a criminal offence has occurred

Check the [Weapon Regulations 1999](#) to see if the weapon is a controlled or prohibited weapon.

To help you do this, refer to [Controlled and prohibited weapons descriptions and images](#).

Under section 8 of the [Weapons Act 1999](#), it is also an offence to carry or possess a weapon with the intention to either:

- injure or disable any person.
- cause any person to fear that someone will be injured or disabled by that use.

Everyday items can be a weapon, such as a kitchen knife, screwdriver, star picket or baseball bat. It does not matter if the person is carrying the weapon for self-defence.

Principals call WA Police Force on 131 444, if you suspect a criminal offence has been committed.

## Respond to students who bring a weapon for non-suicidal self-injury

If the student brings a weapon for non-suicidal self-injury, principals:

1. Refer to the [School response and planning guidelines and templates](#) for students with suicidal behaviour and non-suicidal self-injury.
2. Make an Online Incident Notification (OIN). Refer to [Report an incident at your school](#)
3. Notify the student's parents.

## Report incident

Principals must:

- Make an Online Incident Notification (OIN) for any weapons found at school. Refer to [Report an incident at your school](#)
- Report any firearms, controlled and prohibited weapons to WA Police Force on 131 444. Refer to the [Weapon Regulations 1999](#) to see if the weapon is a [controlled or prohibited weapon](#)



# Measures to Address Risks of Suicidal and or Non-Suicidal Self Injury



Accurate as August 2023

For more information, access the DOE's *School Response and Planning Guidelines for Students with Suicidal Behaviour and Non-suicidal Self-injury*

<https://www.education.wa.edu.au/dl/20qo7lv>



Mindarie is a Noongar word meaning, in part, to **'Stand-By'**. At Mindarie Primary School, we stand by our students with excellence and care. We commit ourselves to providing our students with the skills and attitudes that will give them the foundation for future success. The world they live in will ask of them that they are adaptive, equipped with the creativity and critical thinking skills that will turn challenge into opportunity. It will ask of them too that they are good at bringing people together, in both the community and workplace, aware of the need for inclusion and respect to all levels of society.

### **We stand by our students in these complex times.**

Our students live in an increasingly busy and highly technological world. We teach them to maintain their equilibrium, to be resilient and independent learners. Critically, we help him to understand that they can ask for assistance. We aim always to strike a balance between academic achievement and wellbeing. Successful people of tomorrow will need to be good at building connections with others. We maintain a practice that teaches collaboration, communication and concern for the rights of others.

### **We stand by our students in a commitment to Excellence.**

Through our work, our students will be equipped with the critical skills that are the gateway to full and successful participation in society. We promote an ethic of high achievement in all areas of school life. We do this with consistency through whole school approaches to all core learning areas. Our teaching programs are evidence based, relevant and engaging. The staff are committed to contemporary professional practice, based on current research and informed approaches.

### **We stand by our students in a commitment to care.**

We know our students and understand that they have diverse backgrounds, interests and learning needs. We design our programs and support to meet these needs. Mindarie Primary is a place of inclusion for all students. We offer a well-rounded curriculum which offers the opportunity for all students to learn in safe and stimulating learning environments. We extend our reach into helping our students to understand the need to maintain their personal well-being. We have an intentional focus on physical, emotional, and psychological health in both our programs and our practice. We promote this need in our school and wider community.

We stand by each other.

As a staff, our commitment to Excellence and Care extends to the way we work together. We build strong relationships on staff, we trust each other as people and as professionals, and we communicate effectively. We work to ensure that we have a shared understanding of all key initiatives and directions. We see ourselves as learners, adaptable and willing to develop new approaches and skills. We are prepared to seek help from each other, leaning on the expertise of colleagues.

This is our school, and we're proud of what we do here. We know that we will be a powerful positive influence in the lives of our students.



Students will leave here having been known and valued for who they are.

Students will leave here having been challenged to learn and achieve.

Staff members will leave here with the privilege of looking back on a time and place where they worked with great colleagues.

Staff members will leave here knowing the true power of a shared commitment to Excellence and Care.

## Restorative Discussions and Conversations

Restorative discussions have a future focus on *where to next*. We will ask questions that avoid shame. For a student who has done the wrong thing, these questions will sound like:

***What happened?***

***What were you thinking at the time?***

***Who was affected? In what way?***

***What do you think you need to do to make things right?***

For a student who was affected in an incident with others, questioning that focuses on assisting the student to move on and move forward from the incident will be used.

***What happened?***

***What impact has this had on you or others?***

***What has been the hardest thing for you?***

***What do you think needs to happen to make things right? \****

\*We will re-direct proposed acts of vengeance, punitive consequences, or outcomes a student does not have power to enforce.

## 3P-3P-3F (3Past-3Present-3Future)

This method involves structuring a restorative session to take up no more than 9 minutes of time. The format is as follows:

3P: 3 minutes to explain what went wrong. Ensure all parties have an opportunity to contribute but stick to the time.

3P: 3 minutes to unpack how the students are feeling about the situation.

3F: 3 minutes to come up with actions to repair the relationship and resolve the problem. It is important that students only contribute *I will...* or *I can...* statements and avoid suggesting what they feel other students need to do.

This model can be adjusted depending on time and context, for example 30 second blocks to resolve a playground incident. Similarly, each section does not need to fill the 3 minutes. Helpful follow up can be to photograph or scan the completed plan and distribute copies to the students involved, relevant teachers or parents to share what has taken place.

|                               |
|-------------------------------|
| 3P – What went wrong          |
| 3P: How do you feel?          |
| 3F: What are you going to do? |

## Apologies

When making an apology, MPS students are encouraged to focus on the past, present and future. This process accepts responsibility for the harm they may have done, acknowledges how this has made any affected people feel, and makes a commitment to make a change to prevent this from occurring again. The template we use to drive this is as follows:

**I am sorry for...** (*Past* – taking responsibility for actions)

**It was wrong because...** (*Present* – an acknowledgement of the impact of their actions on affected parties)

**Next time I will...** (*Future* – a commitment to make a change in our behaviour)

Equally important in this process is the opportunity for any affected people to meaningfully accept an apology. Our students are not encouraged to simply say, *that's ok*, because sometimes, in some cases, the behaviour and harm caused is *not ok*. Mindarie students are instead encouraged to say, "Thank you for your apology."

This acknowledges the effort to repair harm being made by the person who has done the wrong thing, without accepting that what they did was ok.

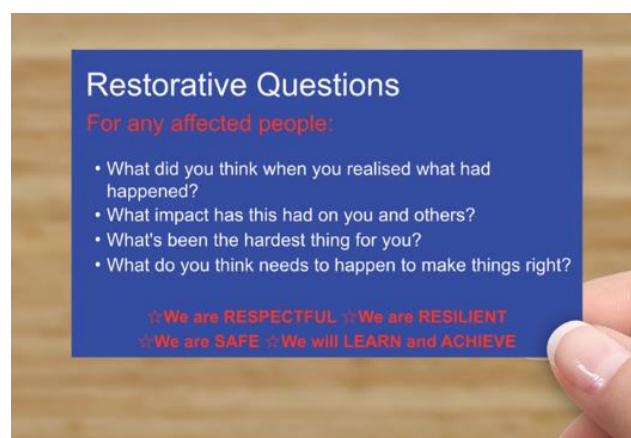
## Affective Statements

In basic terms, affective statements are what you may traditionally say to a student, with a ‘feelings’ word thrown in. We use affective statements to build empathy in our students by exposing them to a greater range of feelings vocabulary. We respond to students with a statement expressing how their actions (positive or harmful) have affected us.

This may look like:

|   |  |
|---|--|
| Great work  | I’m delighted to see what you’ve produced here.                                    |
| Don’t speak like that in my classroom.                | It saddens me when I hear language like that in our classroom.                     |
| That’s correct.                                       | I’m very impressed with that answer.   |
| How many times do I have to tell you?                 | I’m frustrated at how many times I’m repeating this instruction.                   |
| Good to see you helping.                              | I’m so proud to see you putting others first.                                      |
| You’ll be in at recess if you don’t finish your work. | I care enough about your learning to give you extra time at recess if you need it. |
| Now you’ve got it.                                    | It’s so exciting to see you take on new challenges like that.                      |
| You’ve been hitting people at lunchtime again.        | I’m shattered to hear you have been hurting people again.                          |
| Great to see you taking turns.                        | It makes me happy to see you waiting patiently and maturely.                       |
| I’m not going to tell you again.                      | This behaviour is making me feel like I need to take stronger action.              |
| You’re late!  | I was worried about you, I am so glad you are here.                                |

Restorative Practices from [‘Restoring Teaching’](#) 2020, by Adam Voigt



Restorative Question cards are in duty bags and are available at the office.



## Preventing Unproductive Behaviour

### Winning Over

Definition: The skills employed to encourage students to bond positively with the educator.

How to use it: Learn students' names, smile, be polite, show an interest in the student as an individual, say, "hello" outside the classroom.

This will increase the chances the student will comply with your directions and turn to you for educational support. When: Day in day out demonstration.

### Active Scan

Definition: When an educator overtly monitors student behaviour.

Rationale: By positioning to achieve maximum visual overview of the students you can be continually aware of student behaviour. This allows you to pick up unproductive behaviour before it builds to obvious levels.

Nuance: Use continuously.

### Proximity

Definition: Moving around the room during a task to prevent or respond to unproductive behaviour.

Rationale: Moving near students increases the chances that they will participate. Position yourself near the students most likely to demonstrate unproductive behaviour OR move towards the students who are demonstrating off task behaviour.

Nuance: Use calm and neutral body language. It is often combined with scanning. Be aware of personal space.

### Modelling to Appropriate Behaviour

Definition: The public, positive acknowledgement of a specific appropriate behaviour of a student or group of students to influence the behaviours of others.

Rationale: Friendly and encouraging tone. Overt use of voice so that other students hear it Nuance: The difference between the responding and modelling is in the educator's intent.

### Private Dialogue

Definition: The educator crouching low and having a quiet conversation with a particular student while the other students are working.

How to use it: Can be used after a Planned Ignore, be sure not to draw attention to this. Ensure all other students are focussed on an activity first. Be aware when the teacher is expecting silence from the students.

When: When more public interventions will interrupt the flow of the lesson.

### Type of Response

Definition: To explicitly indicate to students how they should respond during class interactions.

Rationale: Increases accountability and helps to prevent uncontrolled interactions. The teacher can control the distribution of questioning. Reduces opportunities for attention seeking students.

Attributes: Hands up; No hands, I will choose; Call out; Choral; Tell your partner; Think to yourself; Write it down

NB: You do not have to signal the type of response for each question. Signal for a series of questions. Without ToR, the default is, calling out.



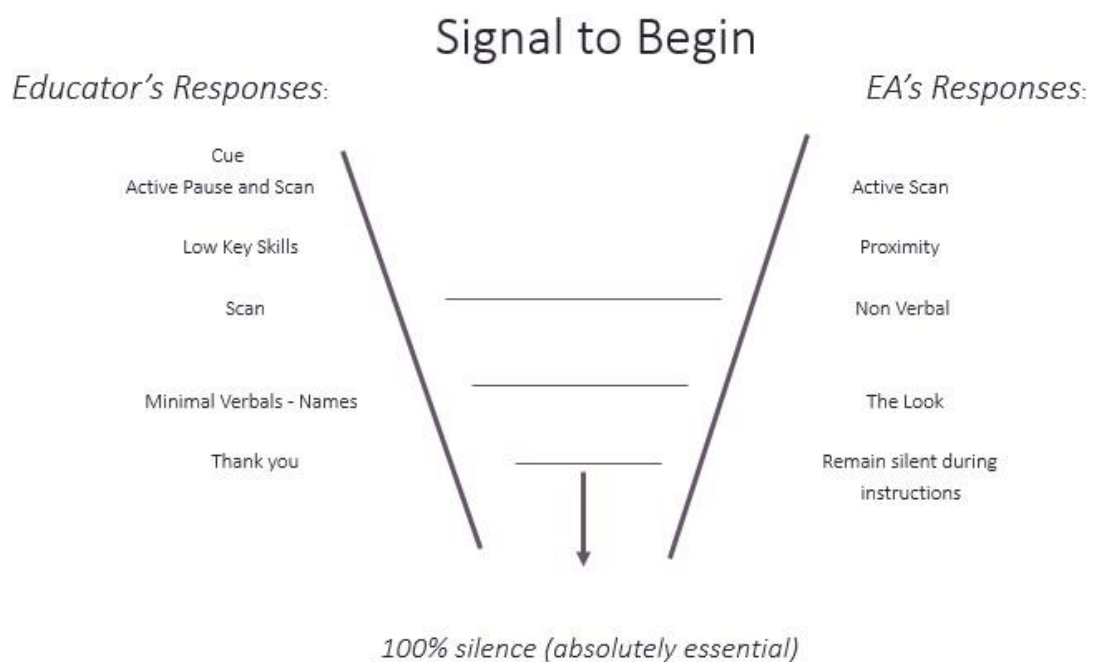
Signal to Begin.

Definition: A routine sequence of educators’ behaviours that results in whole class attention on the educator.

1. The cue
2. Pause
3. Active Scan
4. Low Key Skills
5. 100% attention
6. Thank you.

Rationale: By efficiently bringing a class to quiet the educator is reducing the opportunity for unproductive student behaviour.

Nuance: May be used at the start of an instruction or whenever the class is off task and needs to be refocused.



Transition

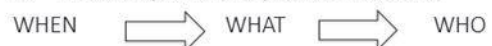
Definition: a sequence of educator behaviours that increase the chance that student behaviour is orderly and efficient. It usually involves three components.

Rationale: anytime student movement is required.

Nuance: When - What – Who

**Transition Sequence**

1. A signal to begin.
2. Statement of when the students will move.
3. Statement of what actions are expected of them.
4. Statement of who will move.
5. Check for understanding.
6. The statement to move.
7. Monitor movement and use proximity.
8. Provide specific and positive feedback.



## Responding to Unproductive Behaviour

### Non-Verbal: The Look

Definition: The deliberate use of extended eye contact towards a specific student

Rationale: Eye contact with the student that conveys your awareness of their behaviour and a message to stop. Can be combined with a nonverbal gesture to enhance communication.

Nuance: Use as soon as an unproductive behaviour occurs. May be used with different levels of intent. Avoid the stare.

### Non-Verbal: Gesture

Definition: Use of gestures to communicate that a behaviour is unproductive.

Rationale: Use a gesture to communicate to a student that the behaviour is unproductive or required behaviour in a way that causes minimal disruption to the lesson. It does not encourage the student to verbally respond and avoids confrontation.

Nuance: Use as soon as an unproductive behaviour occurs. Student needs to be looking at the educator.

### Non-Verbal: Pause

Definition: An intentional pause during verbal instructions or discussion.

Rationale: The pause signals to the student the educator is aware of unproductive or disruptive behaviour. It also communicates the appropriate behaviour to listen attentively. It does not encourage the student to verbally respond and avoids confrontation.

Nuance: Use as soon as an unproductive behaviour occurs. Can be used in combination with another Low-Key Skill for emphasis.

### Minimal Verbal

Definition: As few words as possible communicating that a behaviour is unproductive.

Rationale: Select no more than 3 words to say to the student to bring the students attention to their behaviour. Can be used with a Look and a Non-Verbal to enhance communication.

Nuance: Use as soon as an unproductive behaviour occurs. Be aware of the power of intonation and syllable emphasis.

### Planned Ignore

Definition: Withholding visual and verbal cues to intentionally ignore unproductive behaviour.

Rationale: The educator intentionally ignores a behaviour which is not impacting on the lesson to maintain the lesson flow. The educator actively responds to appropriate behaviour when the student is being productive.

Nuance: Only useful if the behaviour is not interfering with the learning of others.

### Responding to Appropriate Behaviour

Definition: The public or private positive acknowledgement of a specific appropriate behaviour to reinforce that behaviour.

Rationale: Use a friendly and encouraging tone, let the student know that they are displaying appropriate behaviour.

Nuance: Especially useful if a student rarely demonstrates the appropriate behaviour.

### Deal with Allies

Definition: The use of a Low-Key Skill with one or more students who become involved in an intervention with another student.

Rationale: Neutralise the involvement of other students who seek to prolong or escalate an initial disruption. It reduces the chance that the situation will spread or escalate and helps maintain positive cohesion.

Nuance: Use low key skills to reduce interference before continuing with the original student. Say thank you once the ally has stopped and return to the original student.

### Deal with the Problem not the student

Definition: The educator focusing on the student behaviour rather than on student intentions or student personality traits

How to use it: Usually an action or minimal verbal request responding to a physical behaviour, e.g. *"Phone, Please"*

When: As soon as the unproductive behaviour occurs.

### Come on Back

Definition: An intentional action of the educator to promote positive participation of a student who has been prompted in response to unproductive behaviour.

Rationale: It resets a positive tone and focuses on appropriate behaviour. Examples:

- Positive encouragement
- A question (focus on learning)
- Non-verbal (thumbs up)
- Minimal verbal (thank you) Response to Appropriate Behaviour

Nuance: Acknowledge positive behaviour as soon as it occurs to restore positive cohesion.

Behaviour Support Plan 2023  
 Student Name:  
 DoB: \_\_/\_\_/\_\_

Class: TA\_\_

Mindarie Primary School  
 Teacher/s:



| PREVENT   | TEACH  | REINFORCE   |
|---|--|---|
| <b>ANTECEDENT STRATEGIES</b>  | <b>TEACHING PRODUCTIVE BEHAVIOUR STRATEGIES</b>  | <b>MAINTAINING CONSEQUENCES</b>   |
| Strategies to eliminate or minimise known antecedents. Setting events, problem routines, triggers | Replacement behaviours to meet the current 'pay off' of the current unproductive behaviour | Reinforcement strategies to reinforce the newly developed Replacement Behaviours  |
|   | <b>Target Behaviours</b>   | Reinforcement strategies to reinforce target behaviours (motivating to student, short term timeframe, meets 'pay off'). |
|   |  | <b>Strategies to respond to unproductive behaviours</b>   |
|   |  |   |

Implementation signatories

Administration: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Parent: \_\_\_\_\_ Date: \_\_\_\_\_

|  |  |   |
|--|--|---|
|               | <h2 style="margin: 0;">Risk Management Plan - Confidential</h2> <h3 style="margin: 0;">Suicidal and or Non-Suicidal Self Injury</h3> <h3 style="margin: 0;">Mindarie Primary School</h3> |  |
| <b>Student details</b>   |  |   |
| Student name:  | Year:  |   |
| DOB:   | Principal:   |   |
| Parent/guardian:   | Teacher/s:   |   |
| Date:  | Review date:   |   |
| <b>Nominated staff member/s</b>  |  |   |
| 1. Name - Position   | Contact:   |   |
| 2. Name - Position   | Contact:   |   |
| <b>Support Contacts</b>  |  |   |
| Emergency: 000   | 1. CAMHS Crisis Connect telephone support for children and families:<br>1800 048 636   |   |
| <b>Environment/<br/>situation</b>  | <b>School-based strategies to reduce risk at<br/>school</b>  | <b>Home-based strategies to reduce risk at<br/>school</b>                           |
|  |  |   |
|  |  |   |
|  |  |   |
|  |  |   |
| <b>SIGNATURES: Record of endorsement</b>   |  |   |
| Parent/Guardian  | Date   |   |
|  |  |   |
| Nominated Staff Member/s   | Date 30/03/23  |   |
|  |  |   |
| Class Teacher/s  | Date   |   |
|  |  |   |
| <b>Note: Circumstances where endorsement received via telephone or signature not obtained:</b> |  |   |



# Appendix F: Risk Management Plan (Events, Incursions and Excursions) - Template



## Risk Management Plan—Behaviour

STUDENT NAME

Faction Carnival 2023

Insert  
student  
photo

### Establishing the content and objectives

Faction Carnival provide students an opportunity to engage in team events whilst developing good sportsmanship. Children will learn about taking turns, participating in a team and contributing. Sport is a great way to exercise and foster earlier development of physical skills including hand-eye coordination and muscle tone.

### Risk Identification

STUDENT NAME will be on the oval with the whole school. He will be sitting in a designated Pre-Primary bay with his classroom peers. STUDENT NAME will need to listen to instructions from his adults and transition to the appropriate team event, joining in and participating. Risk is, STUDENT NAME may be overwhelmed with the change in his usual routine; crowd and noise. This may disturb him and result in refusal to follow instructions.

### Behaviour Support Plan

Signs of negative behaviours:- refusals to follow instructions; running away; frequent complaining; closing his eyes when being spoken to; verbal refusals in response to verbal instructions; walking away from carers; saying no; sitting down when needing to be walking with the group; stamping feet; possible hitting and kicking towards adults or peers.

### Risk Treatment, Monitoring and Review

What will be the plan before the event:

- Social story, role play; PBS being a good sport in the lead up to the sports carnival to outline routine/expected behaviours.
- Whole group skills practice; modelling and discussion about participation/ good sportsmanship.
- Communicate with parents, prior to event, that if STUDENT NAME voices he does not want to participate, staff will not force him to. Pre-warn, this could look like STUDENT NAME not participating with a number of events.

What will the plan be at the event:

- Short, explicit instructions
- Classroom Teacher and EA to attend faction carnival
- Option for STUDENT NAME to not participate in activities that he feels uncomfortable with
- If overwhelmed, sit STUDENT NAME in designated area with staff and offer sensory toy or small construction

What will the plan be if behaviour starts to show:

- Opportunity to take sensory breaks with parent.

How can we try to prevent any of the behaviours:

- Monitoring by Teacher and EA and frequent check ins
- Close proximity by Teacher and EA during transitions, possibly holding adult's hand.
- Parents have been requested to attend.

### If students behaviour escalates:

1. Find some space for student.
2. Sit, supervised with Teacher or EA.
3. Adult to encourage STUDENT NAME to use his words and tell them what he needs.

### If behaviour continues to escalate or does not co-regulate;

Remove student from oval to class for a quiet sensory break.

Contact Associate Principal for support.

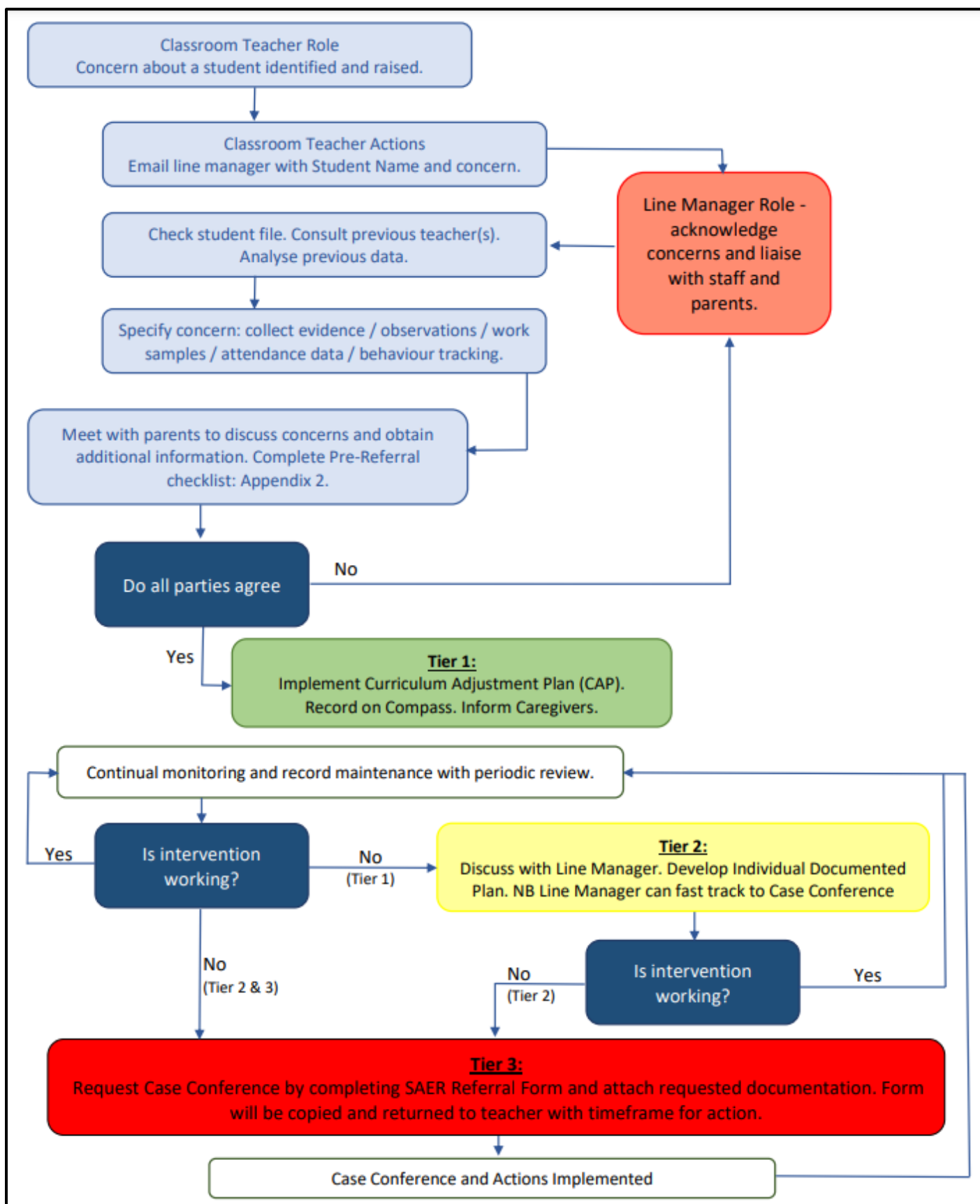
If behaviours continue; contact parents to collect STUDENT NAME from school.



| Duty Area                                  | Colour |
|--|--------|
| Junior Play 1                              | 1      |
| Junior Play 2                              | 2      |
| Nature Play                                | 3      |
| Grass Area Blocks 2-3 (Year 2 ball sports) | 4      |
| Quad Bocks 1-2 (Year 3 ball sports)        | 5      |
| Tiger Turf and Quad                        | 6      |
| Senior Playground                          | 7      |
| Oval                                       | 8      |
| Courts & Grassed Area                      | 9      |
| Library                                    | 10     |
| Reflection Room                            | 11     |
| Early Childhood – Top (ECE 1 & 2)          | 12     |
| Early Childhood – Bottom (ECE 3,4 & 5)     | 13     |



# Useful Resources 1: SAER Referrals Quick Guide



## Useful Resources 2: Mental Health Support Resources

| Emergency and consultation contacts for parent/carer/student support   | Contact                             |  |
|--|-------------------------------------|--|
| <a href="#">13YARN</a> - (crisis support line for mob who are feeling overwhelmed or having difficulty coping) (24 hrs 7 days) | 13 92 76                            |  |
| CAMHS Crisis Connect (children and young people 24/7)  | 1800 048 636                        |  |
| Department of Communities Crisis Care Service (24/7)   | 1800 199 008                        |  |
| <a href="#">e-headspace</a> : (12-25 years 9:00am to 1:00am AEDST, 7 days)   | 1800 650 890                        |  |
| Health Direct: <a href="http://www.healthdirect.gov.au">www.healthdirect.gov.au</a> (24/7)                                     | 1800 022 222                        |  |
| <a href="#">Kids Helpline</a> (5–25 year olds, 24/7)   | 1800 551 800                        |  |
| <a href="#">Lifeline</a> (All ages 24/7)   | 13 11 14                            |  |
| Mental Health Emergency Response Line (MHERL Metropolitan)   | 1300 555 788                        |  |
| Mental Health Emergency Response Line (MHERL Peel)   | 1800 676 822                        |  |
| Poisons Information Centre (24/7)  | 131 126                             |  |
| Rural Link (All ages regional, rural and remote areas)   | 1800 552 002                        |  |
| <a href="#">Suicide Callback Service</a> (All ages affected by suicide 24/7)   | 1300 659 467                        |  |
| QLife (3pm to midnight)  | 1800 184 527                        |  |
| Local hospital   |                                     |  |
| Local CAMHS or WACHS CAMHS   |                                     |  |
| Additional Resources   |                                     |  |
| <a href="#">Beyond Blue</a>  | <a href="#">Black Dog Institute</a> | <a href="#">Everymind</a>                    |
| <a href="#">headspace</a>  | <a href="#">ReachOut</a>            | <a href="#">Sane</a>                         |
| <a href="#">Family Helpline</a> (24/7)   |                                     | 1800 643 000                                 |
| <a href="http://healthywa.wa.gov.au">Perth Aboriginal services – mental health services (healthywa.wa.gov.au)</a>              |                                     |  |
| <a href="#">Ngala Parenting Line</a>   |                                     | (08) 9368 9368 metro<br>1800 111 546 country |
| <a href="#">Thirili Indigenous Suicide Postvention Support</a>   |                                     | 1800 805 801                                 |

Under 16 years old, present to Perth Children’s Hospital emergency department, 24 hours.  
 16 years old and over, present to any local hospital emergency department, 24 hours.  
 People of any age in country areas, attend local hospital emergency department, 24 hours.

For more information, access the DOE’s *School Response and Planning Guidelines for Students with Suicidal Behaviour and Non-suicidal Self-injury*

<https://www.education.wa.edu.au/dl/20qo7lv>












Past: What's gone wrong?

Present: How do you feel about what happened?

Future: How can you resolve this? (Note: Sentences should start with **I** am... or I will...)



|  |  |  |
|--|--|--|
| <p><b>Thank You!</b></p> <p>for being</p> <p>Achieving and Learning <input type="checkbox"/></p> <p>Respectful <input type="checkbox"/></p> <p>Resilient <input type="checkbox"/></p> <p>Safe <input type="checkbox"/></p>  <p>Sharks <input type="checkbox"/> Dolphins <input type="checkbox"/></p> <p>Whales <input type="checkbox"/> Stingrays <input type="checkbox"/></p> <p>NAME: _____ TA _____</p> <p>STAFF NAME: _____</p>   | <p><b>Thank You!</b></p> <p>for being</p> <p>Achieving and Learning <input type="checkbox"/></p> <p>Respectful <input type="checkbox"/></p> <p>Resilient <input type="checkbox"/></p> <p>Safe <input type="checkbox"/></p>  <p>Sharks <input type="checkbox"/> Dolphins <input type="checkbox"/></p> <p>Whales <input type="checkbox"/> Stingrays <input type="checkbox"/></p> <p>NAME: _____ TA _____</p> <p>STAFF NAME: _____</p>   | <p><b>Thank You!</b></p> <p>for being</p> <p>Achieving and Learning <input type="checkbox"/></p> <p>Respectful <input type="checkbox"/></p> <p>Resilient <input type="checkbox"/></p> <p>Safe <input type="checkbox"/></p>  <p>Sharks <input type="checkbox"/> Dolphins <input type="checkbox"/></p> <p>Whales <input type="checkbox"/> Stingrays <input type="checkbox"/></p> <p>NAME: _____ TA _____</p> <p>STAFF NAME: _____</p>   |
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# PBS Plan Review Dates and Amendments

Note: All links, references to and quotes from DOE policy and supports were accurate at the time of publication (August 2023)

| <b>Date</b> | <b>Action</b>   |
|-------------|---|
| 15/08/23    | Approved and endorsed by the MPS School Board             |
| 31/01/24    | 2024 Behaviour Matrix updated - pg. 5                     |
| 31/01/24    | PBS STARRS Slips and PBS Stamps processes updated - pg. 9 |
| 18/11/24    | Updated Duty Map - Pg. 8 and pg. 32                       |
| 10/02/25    | Updated Duty Map - Pg. 8 and pg. 32                       |
| 29/04/25    | Updated Duty Map - Pg. 8 and pg. 32                       |

