



**Kelmscott**  
PRIMARY SCHOOL

# Student Engagement and Behaviour Policy

*Our plan for a positive school environment*

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*Dynamic Schooling – Innovative Students – Nurturing Community*

## Introduction

Kelmscott Primary School is a proud Positive Behaviour Support (PBS) school. We are responsible for the creation and maintenance of a safe and positive learning environment and have developed effective processes to effectively manage student behaviour.

The approaches used at Kelmscott Primary School:

- Are based on current research and evidence
- Are preventative in nature
- Promote positive behaviour, student wellbeing and the development of self-discipline
- Focus on early intervention
- Outline procedures for the management of ongoing or serious misbehaviour

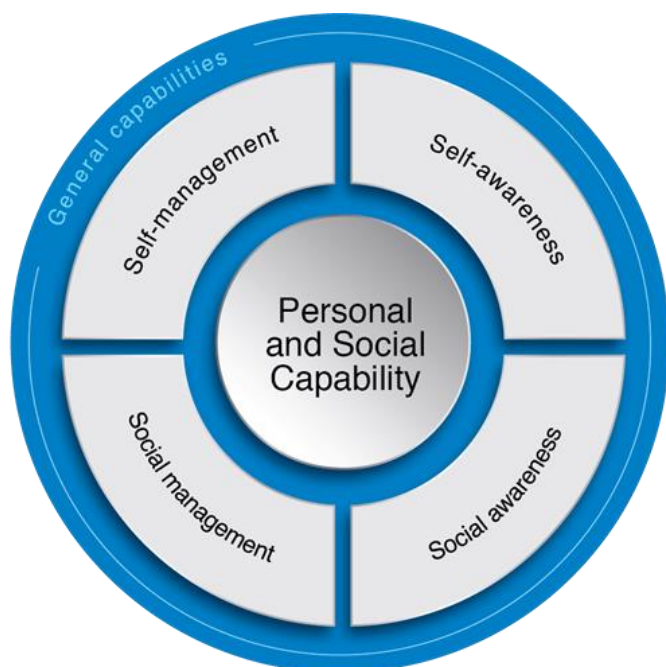
Managing student behaviour is encompassed in the teaching and learning process. Kelmscott Primary School provides a social context which allows students to be supported, whilst also being taught how to accept responsibility for their own behaviour.

Students are given opportunities to develop appropriate behaviours, self-control and resiliency through interactions with staff, their peers and the curriculum. These opportunities are reinforced consistently in order to enhance their understanding of responsible social behaviour.

## Personal and Social Capability

Personal and social capability encompasses students' personal/emotional and social/relational dispositions, intelligences, sensibilities and learning. It develops effective life skills for students, including understanding and handling themselves, their relationships, learning and work. The term 'Social and Emotional Learning' (SEL) is also often used.

When students develop their skills in any one of these elements, it leads to greater overall personal and social capability, and also enhances their skills in the other elements. In particular, the more students learn about their own emotions, values, strengths and capacities, the more they are able to manage their own emotions and behaviours, and to understand others and establish and maintain positive relationships. The personal and social capability learning continuum is organised into four interrelated elements.



<p><b>Self-management</b></p> <ul style="list-style-type: none"> <li>- express emotions appropriately</li> <li>- develop self-discipline and set goals</li> <li>- work independently and show initiative</li> <li>- become confident, resilient and adaptable.</li> </ul>	<p><b>Self-awareness</b></p> <ul style="list-style-type: none"> <li>- recognise emotions</li> <li>- recognise personal qualities and achievements</li> <li>- understand themselves as learners</li> <li>- develop reflective practice.</li> </ul>
<p><b>Social management</b></p> <ul style="list-style-type: none"> <li>- communicate effectively</li> <li>- work collaboratively</li> <li>- make decisions</li> <li>- negotiate and resolve conflict</li> <li>- develop leadership skills.</li> </ul>	<p><b>Social awareness</b></p> <ul style="list-style-type: none"> <li>- appreciate diverse perspectives</li> <li>- contribute to civil society</li> <li>- understand relationships.</li> </ul>

## Early Years Framework Vision and Guiding Principals

Kelmscott Primary School implements the EYLF vision of *Belonging, Being, Becoming* in early childhood and beyond.

- **Belonging:** Throughout schooling and life, relationships are crucial to a sense of belonging.
- **Being:** Childhood is a time to make meaning of the world.
- **Becoming:** Children's identities, knowledge, understanding, capacities, skills and relationships are not fixed. They are shaped by many events and circumstances.

The following five guiding principles reflect contemporary theories and research regarding childhood development and learning. This underpins our approach to behaviour and social emotional learning.

1. **Secure, respectful and reciprocal relationships**
2. **Partnerships**
3. **High expectations and equity**
4. **Respect for diversity**
5. **Ongoing learning and reflective practice**

## Acknowledging Positive Behaviours

Positive behaviour is acknowledged and encouraged in a variety of ways at Kelmscott Primary School including through the use of:

- Verbal and written encouragement and feedback
- Free and frequent distribution of Kelmtastics points
- Classroom 'shops' for students to buy Kelmtastic rewards
- Merit certificates (presented at assemblies)
- Rewards for maintaining 'Good Standing' (see **Appendix A** for Good Standing policy)
- Rewards for maintaining 'Advanced Standing'

As a PBS school, we follow the expectations of Respect, Responsibility, Safety and Pride with behaviours explicitly taught to students, as per lesson plans supplied by the PBS Team. Please see **Appendix B** for the PBS matrix.

We commit to a range of strategies to prevent challenging behaviour. These include building positive relationships with students, a 10:1 ratio of ten positives to every one negative, and frequent sensory/brain breaks for the children.

## Data Collection and Communication

Kelmscott Primary School collects consistent data to analyse behaviour and implement interventions or rewards. Data collection is done through the following methods.

### Tracking book

- The tracking book is used for consistent record keeping and is **not** a punitive measure or threat. The tracking book is classroom based. If student behaviour is recorded in the tracking book, this is communicated to parents and caregivers by the classroom teacher.

### PBIS

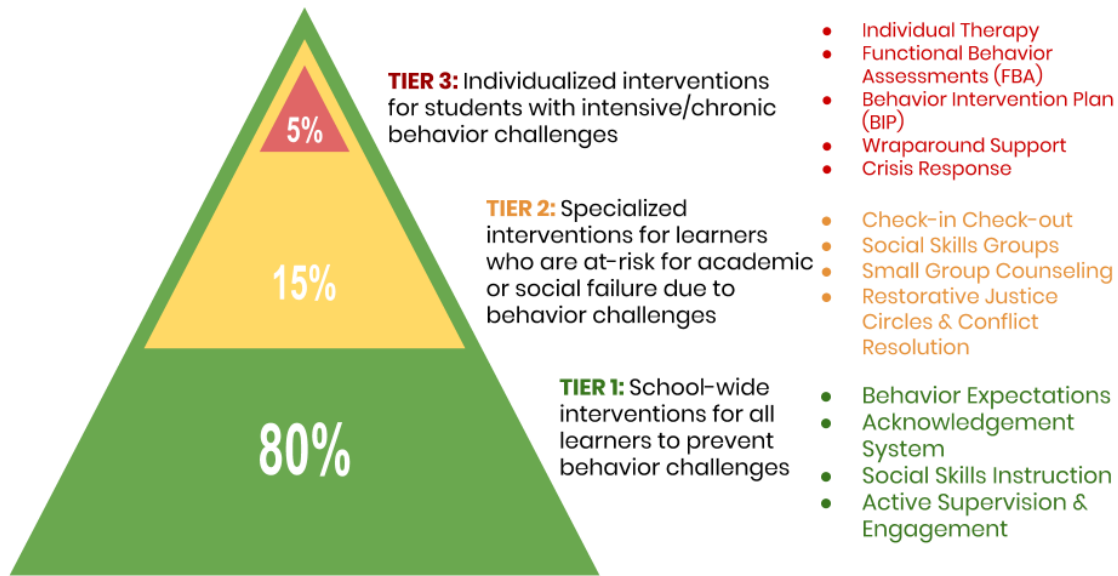
- The PBIS app is used to issue and record Kelmtastics. All staff members have access to PBIS and should issue Kelmtastics frequently throughout the day.

### Integris

- Integris is a system-wide record keeping system. Data entered in Integris includes more serious breaches of the school's expectations, such as referrals to reflection class, detention, or administration. Entries in Integris are used to determine Good Standing.

## Response to Intervention

Kelmscott Primary School implements a Tiered approach to teaching students about behaviour and social emotional learning.




Please see **Appendix C** for specific strategies with links at each Tier.

## Zones of Regulation

Kelmscott Primary School recognises the link between social emotional learning and self management. Zones of Regulation is a school-wide a curriculum geared toward helping students gain skills in consciously regulating their actions, which in turn leads to increased control and problem solving abilities.



The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioral development.

Self-Awareness	Self-Management	Responsible Decision-Making	Relationship Skills	Social Awareness
<ul style="list-style-type: none"> <li>Identifying the Four Zones in self and others</li> <li>Creating Zones Posters (L.1)</li> <li>Zones Bingo (L.2)</li> <li>Zones in Video (L.3)</li> <li>Zones Check-in (pg.96)</li> <li>Expected/Unexpected Behavior (pg.48)</li> <li>The Zones in Me (L.4)</li> <li>Me in My Zones (L.6)</li> <li>My Zones Across the Day (L.8)</li> <li>Identifying Triggers (L.9)</li> </ul>	<ul style="list-style-type: none"> <li>Zones Check-in (pg.96)</li> <li>My Zones Across the Day (L.8)</li> <li>Exploring Sensory Tools (L.10)</li> <li>Exploring Tools for Calming (L.11)</li> <li>Exploring Thinking Strategies (L.12)</li> <li>Size of the Problem, Size of the Reaction (pg. 122)</li> <li>Inner Coach vs. Inner Critic (pg.127)</li> <li>SuperFlex vs. RockBrain (pg.131)</li> <li>Zones Toolboxes (L.13)</li> </ul>	<ul style="list-style-type: none"> <li>Stop, Opt, and Go</li> <li>Size of the Problem, Size of the Reaction (pg. 122)</li> <li>Inner Coach vs. Inner Critic (pg.127)</li> <li>SuperFlex vs. RockBrain (pg.131)</li> <li>Celebrating my Use of Tools (L.18)</li> <li>When to Use my Yellow Zones Tools (L.14)</li> <li>Stop and Use a Tool (L.15)</li> <li>Tracking My Tools (L.16)</li> <li>Stop, Opt, and Go (L.17)</li> </ul>	<ul style="list-style-type: none"> <li>Understanding Different Perspectives (L.5)</li> <li>Zones Check-in (pg.96)</li> <li>Good Thoughts vs. Uncomfortable Thoughts (pg. 51)</li> <li>Our Behavior Impacts Others (pg.50)</li> <li>When to Use my Yellow Zones Tools (L.14)</li> <li>Stop and Use a Tool (L.15)</li> </ul>	<ul style="list-style-type: none"> <li>Understanding Different Perspectives- Social Behavior Mapping (L.5)</li> <li>Good Thoughts vs. Uncomfortable Thoughts (pg. 51)</li> <li>Our Behavior Impacts Others (pg.50)</li> <li>Me in My Zones (L.6)</li> <li>The Zones in Me- What Zones Should I be in? (L.4)</li> <li>Stop, Opt, and Go (L.17)</li> </ul> 

## Staff Conduct Agreement

### We agree NOT to...

#### 1. Treat every student the same

- Every student is different and brings different home and life experiences to school. This means we need to adopt a differentiated, equitable approach to managing their behaviour. This is the essence of fairness
- We need to find a way to 'connect' with each student and apply methods that work for them, within the broader rules and consequences of the school's behaviour management policy

#### 2. Threaten or intimidate them. This includes:

- Losing our temper
- Using putdowns or sarcasm
- Shouting or yelling. If at any time, we feel the need to yell at a student, we should instead, refer the student to admin

#### 3. Back students into corners and engage in power plays with them

#### 4. Take sides or favour one child over another when managing a conflict between students

#### 5. Send students outside of class for more than 5 minutes

- This should be used as a 'cool off' time and any student must remain close by and in visual contact to ensure adequate supervision

#### 6. Double punish students or use group punishments

#### 7. Discuss students' behaviour in negative ways in and around the school, including the staff room.

- The need to discuss negative student behaviour should be conducted in a professional manner that is intended to help the student and be solution focused
- Avoid unintentionally labelling students. Give all students a fair go
- Never discuss a student's behaviour with another student's parent



## 8. Treat playground supervision lightly. When on duty we will:

- Not be late
- Be vigilant and not ignore visible behaviours
- Investigate students concerns with due diligence
- Listen to all sides of children's stories when resolving a conflict before deciding a course of action
- Not talk socially or chat with colleagues
- Not be late back to class unless, in extenuating circumstances

## 9. Leave our class unattended except in an emergency and only after sending another student for help from admin to supervise the class

## 10. Apply physical contact or restrain a student except in accordance with Section 3.4 (3.4.1 and 3.4.2) of the Department of Education's Behaviour Management in School's Policy.

### Responding to Escalating Behaviours

Escalating behaviour may be a sign that a student is not coping with stress. A focus on de-escalation ensures that students are supported to reduce their level of stress and choose better ways of coping. This significantly reduces the likelihood of violence, minimises the use of physical interventions (positive handling) and prioritises safety, understanding, dignity and respect.

#### 1. Think

- What am I feeling? Am I calm? Am I the best person to respond and support this student?
- What might this student need to reduce their levels of stress?
- What around this student is contributing to their stress?

#### 2. Do

- Take a deep breath
- Move calmly towards the incident
- Scan the environment for hazards and remove if possible
- Use non-threatening body language (side-on-side stance, arms down, soft eye contact)
- Remove the audience and send for help

#### 3. Say

- Connect using the student's name
- Use **minimal** verbal strategies to convey support ("I'm here to help")
- Recognise the difficulty ("This must be really hard for you right now")
- Let them know you will listen to them ("I am here to listen and help you if I can. I'd really like to hear your point of view/version of events")
- Give clear and simple directions about the next steps ("Can we go somewhere more comfortable? Let's work out how we can solve this together")

#### 4. Consider

- Remind student of their past successes dealing with problems
- Give take up time – wait until students are calm enough to process
- Tag out – let another adult take over
- Use appropriate humour (no sarcasm)
- Use positive physical prompts to minimise verbals (thumbs up, point)
- Divert and distract with another activity or topic ("Can you tell me about your weekend?")
- State desired behaviours clearly ("We need everyone to be safe. Let's move to a safe space")
- Offer clear alternatives and choices ("We can go to the library or office")
- Give opportunities to resolve the situation with dignity for both the child and you (private, respectful, caring)

## Addressing Behaviour – The KPS Continuum

Kelmescott Primary School acknowledges that behaviour is a form of communication, so addressing behaviour is focused on understanding the function of the behaviour. The following continuum is consistently followed to address behaviour.

### Low Key Responses

- Responses are shorter than the behaviour and maintain a positive or neutral tone.
- Responses include proximity, student's name, gesture, the look, pause, ignore, attention signals etc.

### Warnings

- Warnings are calm and assertive.
- Staff pauses, looks at the student, calmly asks them to stop and states the expected behaviour with minimal verbal input, finishes with a thank you.
- Power struggles, too much verbal input and threats must be avoided to prevent escalation.

### Time Out

- Time out is a strategy to diffuse behaviour and minimise disruptions, not a punishment.
- Students are given a 5 minute timer and move to a designated place in/adjacent to the classroom.
- Students are encouraged to use a quiet strategy from their toolbox to calm.
- Students are instructed to positively return to activity quietly after 5 minutes.

### Reflection Class

- Students are given a 10-20 minute timer and reflection sheet.
- Minimal interaction between the student and reflection class teacher/students.
- Students are transitioned back into class positively with a discussion with the classroom teacher.
- Teachers record data in Integris and communicate with parents.

### Detention

- Detention is used as a last resort to address continual work avoidance or unsafe behaviour.
- Teachers provide referral to admin, who enter data in Integris and communicate with parents.

## Bullying

### Definition

Bullying is a repeated and unjustifiable behaviour intended to cause fear, distress and/or harm to another. It may be physical, verbal or indirect/relational. It is conducted by a more powerful individual or group against a less powerful individual who is unable to effectively resist.

Kelmscott Primary School has a 'zero' tolerance towards bullying and uses the *No Blame Approach* to address bullying concerns.

### Rationale

Bullying is a learned behaviour which is unacceptable. However, bullying behaviours can be changed. Kelmscott Primary School takes an educative approach to managing and preventing bullying. Our processes and activities promote the development of the values and behaviours that create and maintain inclusive, safe and supportive environments.

### Vision

All members of our school community are committed to ensuring a safe and supportive environment where all members have the right to be respected and have a responsibility to respect each other.

### Whole school prevention strategies

Prevention and education are the best strategies. Through our structured PBS program students are explicitly taught about the impact that bullying has on individuals. Students also learn what to do if they are being bullied. They also learn about the impact of being a bystander and not actively assisting in bullying situations. As a school we regularly revisit these resources in line with our PBS Values of Respect, Responsibility, Pride and Safety.

An example of some learning prompts in a classroom might be pointing out that bullying is not just when someone is mean to you once, but it happens over and over and makes you feel like you can't stop it. If you want, you could use some of these questions:

- What do you think 'bullying' is?
- Have you seen bullying happening? What did you do? How did you feel?
- Why do you think some people bully other kids?
- Who are the adults you would talk to when it comes to things like bullying?
- Have you ever felt scared to go to school because you were afraid of someone bullying you?
- Has someone tried to bully you? What ways have you tried to change it?
- What do you think parents can do to help stop bullying?
- Have you or your friends left other kids out on purpose? Do you think that was bullying? Why or why not?
- Have you ever tried to help someone who is being bullied? What happened? What would you do if it happens again?

Tell children that bullying can happen to anyone but it is never okay. Talk about how to respond to bullying safely. Make sure children know what to do if it happens to them or they see it happening to someone else.

### Procedures and actions to respond to bullying behaviours

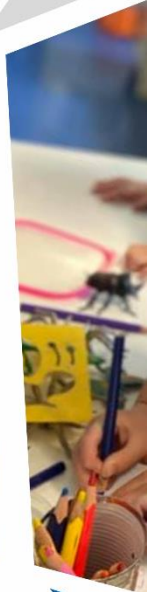
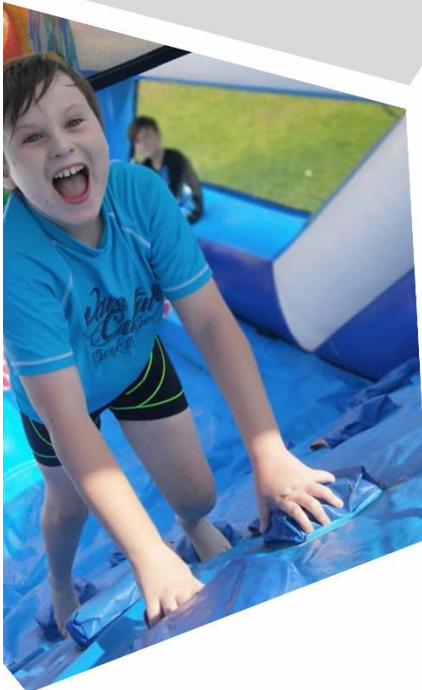
As a PBS school we take a restorative approach to behaviour management. Incidences of bullying will be treated depending on attributes such as culture, age, maturity, personal history, understanding and capacity of the student, including any special needs. It will also depend on the severity, length and the level of intervention that has occurred previously. Some consequences that may occur are:

- Loss of good standing
- Detention
- Withdrawal
- In serious cases suspension



## Good Standing Policy

Good Standing is the status that all Kelmscott Primary School students receive after each block of five weeks. It recognises and rewards the efforts of individual students who consistently embrace the four core values of Safety, Respect, Responsibility and Pride. It encourages students to take responsibility for their inappropriate behaviour choices and to make changes to improve their behaviour



# Kelmscott

PRIMARY SCHOOL

### Rationale and Aims

The Kelmscott Primary School Community is committed to promoting our core values and meeting individual needs, whilst recognising the rights of others to a safe, caring and positive school environment.

To achieve this we are committed to:

- Establishing a set of rules that protect the rights of all individuals.
- Establishing a set of consequences for individuals who do not accept their responsibilities and breach the school's behaviour policy so that they are encouraged to recognise and respect the rights of others

### Good Standing

Students with Good Standing have the opportunity to participate in school rewards, excursions, camps, interschool events and other school privileges.

Benefits include:

- Block Rewards/ Class Rewards
- Sport off site/ interschool events/ carnivals
- Kelmtastic Rewards
- Excursions/Incursions
- Discos/Movie Afternoons/Water Slides

### Advanced Standing

Any student who has not had their name in the tracking book for the whole term will receive Advanced Standing and be invited to a Brilliant Kids Event.

### Reasons for losing Good Standing

- Suspension
- Continual office referral
- Bullying/cyberbullying
- Direct inappropriate language
- Continual disrespect towards peers and adults
- Continual playground discrepancies

The loss of good standing is at the discretion of the Admin Team.

The Admin Team is responsible for communicating loss of good standing to the student and parents.

# Appendix B – PBS Matrix



	PRIDE	RESPECT	RESPONSIBILITY	SAFETY
CLASSROOM	<ul style="list-style-type: none"> <li>We produce our best efforts</li> <li>We celebrate achievement</li> <li>We show determination</li> <li>We line up quickly and quietly.</li> </ul>	<ul style="list-style-type: none"> <li>We speak politely with adults and peers.</li> <li>We listen actively</li> <li>We use class equipment appropriately</li> <li>We are inclusive</li> </ul>	<ul style="list-style-type: none"> <li>We come prepared to learn</li> <li>We are focused learners</li> <li>We are accountable for ourselves and equipment</li> <li>We are organised/use time effectively</li> </ul>	<ul style="list-style-type: none"> <li>We let the teacher know where we are.</li> <li>We have a neat and tidy class</li> <li>We use equipment as it is intended</li> <li>We understand our emotions</li> </ul>
SCHOOL	<ul style="list-style-type: none"> <li>We follow the dress code</li> <li>We present neatly</li> <li>We take care of our school environment</li> </ul>	<ul style="list-style-type: none"> <li>We are all role models</li> <li>We are welcoming</li> <li>We move around the school quietly/orderly.</li> <li>We use appropriate language.</li> </ul>	<ul style="list-style-type: none"> <li>We look for ways to solve issues respectfully.</li> <li>We are responsible for our behaviour</li> <li>We care for everyone's belongings.</li> </ul>	<ul style="list-style-type: none"> <li>We walk on paved surfaces</li> <li>We play within our limits</li> <li>We are responsible for our 'blood bubble'</li> <li>We use equipment for its purpose</li> </ul>
COMMUNITY	<ul style="list-style-type: none"> <li>We are all role models</li> <li>We behave to the occasion</li> </ul>	<ul style="list-style-type: none"> <li>We behave to the occasion</li> <li>We respect Kelmscott and its surroundings.</li> <li>We consider others personal boundaries.</li> </ul>	<ul style="list-style-type: none"> <li>We take care of equipment</li> <li>We help those in need.</li> <li>We code-switch to our setting</li> </ul>	<ul style="list-style-type: none"> <li>We know/use our trusted adults</li> <li>We use roads/paths safely</li> <li>We keep ourselves safe</li> </ul>
CYBERSPACE	<ul style="list-style-type: none"> <li>We know images on the internet are forever.</li> </ul>	<ul style="list-style-type: none"> <li>We are kind online</li> <li>We respect others privacy</li> </ul>	<ul style="list-style-type: none"> <li>We report problems</li> <li>We follow KPS internet User Agreement.</li> <li>We are responsible for what we put online.</li> </ul>	<ul style="list-style-type: none"> <li>We know content can be shared</li> <li>We keep our personal information safe</li> <li>We access appropriate websites</li> </ul>



## Appendix C – Tiered Interventions

### Tier 1 – All students, all staff

#### Breaks

Break, moving position in class  
Have student take frequent breaks or activity  
Send student on errand  
Snack break  
Take a break

#### Consequences

Avoid power struggles  
Call parent or note home  
Clear, consistent, and predictable consequences  
Do unfinished work during recess or playtime  
Have student say a nice thing to the student they called a name  
Logical consequence  
Natural consequences  
Speak in calm and neutral tone  
Loss of privileges

#### Praise

Acknowledging positive behaviour  
Praise student frequently  
Praise when cooperative and well behaved  
Praise when good attitude and involvement occur  
Praise when on task

#### Rewards

Rewards, Simple Reward Systems, & Incentives  
Call parent or positive note home

#### Other

Alternate Seating In Own Space  
Alternative modes of completing assignments  
Assign a buddy or partner  
Assign a classroom job  
Break down assignment  
Break down directions  
Call on student frequently  
Clear and concise directions  
Colour coded folders  
Count to 10  
Daily planner  
Deep breathing  
Draw a picture or write in a journal  
Encourage interaction with a more self-confident student  
Engage student  
Explain assignment  
Explain directions  
Frequent eye contact  
Frequent home contact  
Give choices  
Have student repeat directions back  
Headphones  
Helping Students With Home Work  
Help student start assignment

#### Ignore

Individual work space  
Listen to music  
Model appropriate language  
More structured routine  
Move to new location in the classroom  
Nonverbal cues  
Organize materials daily  
Pause before giving a direction  
Provide a container for the student's belongings  
Proximity to students  
Reassurance  
Redirection  
Reduce assignment  
Reflective listening  
Review PBIS expectations and rules  
Speak in calm and neutral tone  
Speak with student in private  
Stand while working  
Start Commands  
Stop, Walk, Talk  
Stress ball or fidget  
Talk one on one with student  
Talk Ticket  
Talk to parent  
Teach conflict resolution skills  
Teach coping skills  
Teach organizational skills  
Teach relationship skills  
Teach relaxation techniques  
Teach social skills  
Teach substitute words  
Touch base with student  
Touch student on shoulder  
Turn desk around  
Use calm neutral tone  
Use seating disk  
Use timer  
Visual schedule

### Tier 2

Alternatives To Suspension  
Behaviour Contract  
Behaviour Intervention Plan (BIP)  
Structured Breaks  
Check In Check Out (CICO)  
Classroom Management Support  
Counsellor Referral  
Daily Behaviour Form  
Forced Choice Reinforcement Survey  
Functional Behaviour Assessment (FBA)  
Individual & Visual Schedules  
Mentoring  
Non-Verbal Cues & Signals  
Peer Tutoring  
Reward System  
Self-Monitoring

Sensory Tools  
Social Stories  
Teach Conflict Resolution Skills  
Teach Coping Skills  
Teach Organizational Skills  
Teach Relationship Skills  
Teach Relaxation Techniques  
Teach Social Skills

### **Tier 3**

Alternatives To Suspension  
Behaviour Contract  
Behaviour Intervention Plan (BIP)  
Behaviour Meetings  
Structured Breaks  
Check In Check Out (CICO)  
Collaboration With Student's Physician And/Or  
Mental Health Provider  
Counsellor Referral  
Daily Behaviour Form  
Forced Choice Reinforcement Survey

Functional Behaviour Assessment (FBA)  
Individual & Visual Schedules  
Mentoring  
Non-Verbal Cues & Signals  
No Passing Time  
Peer Tutoring  
Reward System  
Seclusion & Restraint (last resort at risk of harm)  
Self-Monitoring  
Sensory Tools  
Social Stories  
Teach Conflict Resolution Skills  
Teach Coping Skills  
Teach Organizational Skills  
Teach Relationship Skills  
Teach Relaxation Techniques  
Teach Social Skills  
The Praise Game  
Time Out (Structured Time Out)



