



**PBS**  
POSITIVE  
BEHAVIOUR  
SUPPORT

# Student Wellbeing and Positive Behaviour Policy

**2020**



**RESPECT**



**RESPONSIBILITY**



**SAFETY**

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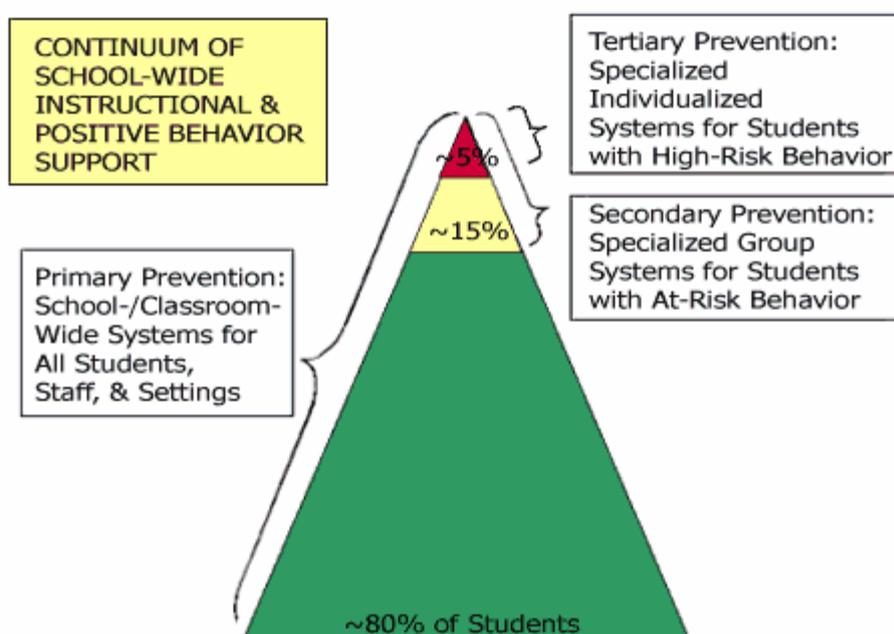
## Code of Conduct

The staff and students at Newton Moore Education Support Centre (NMESC) worked together to develop a behaviour matrix (Appendix A). Behaviour expectations are clearly described for all areas of the school community and programs that take the staff and students into the wider community. The behaviour matrix:

- Is the foundation of the NMESC behaviour curriculum;
- Reflects the language used to teach and acknowledge behaviours;
- Provides a guideline for students to monitor their own behaviour.

## Rationale

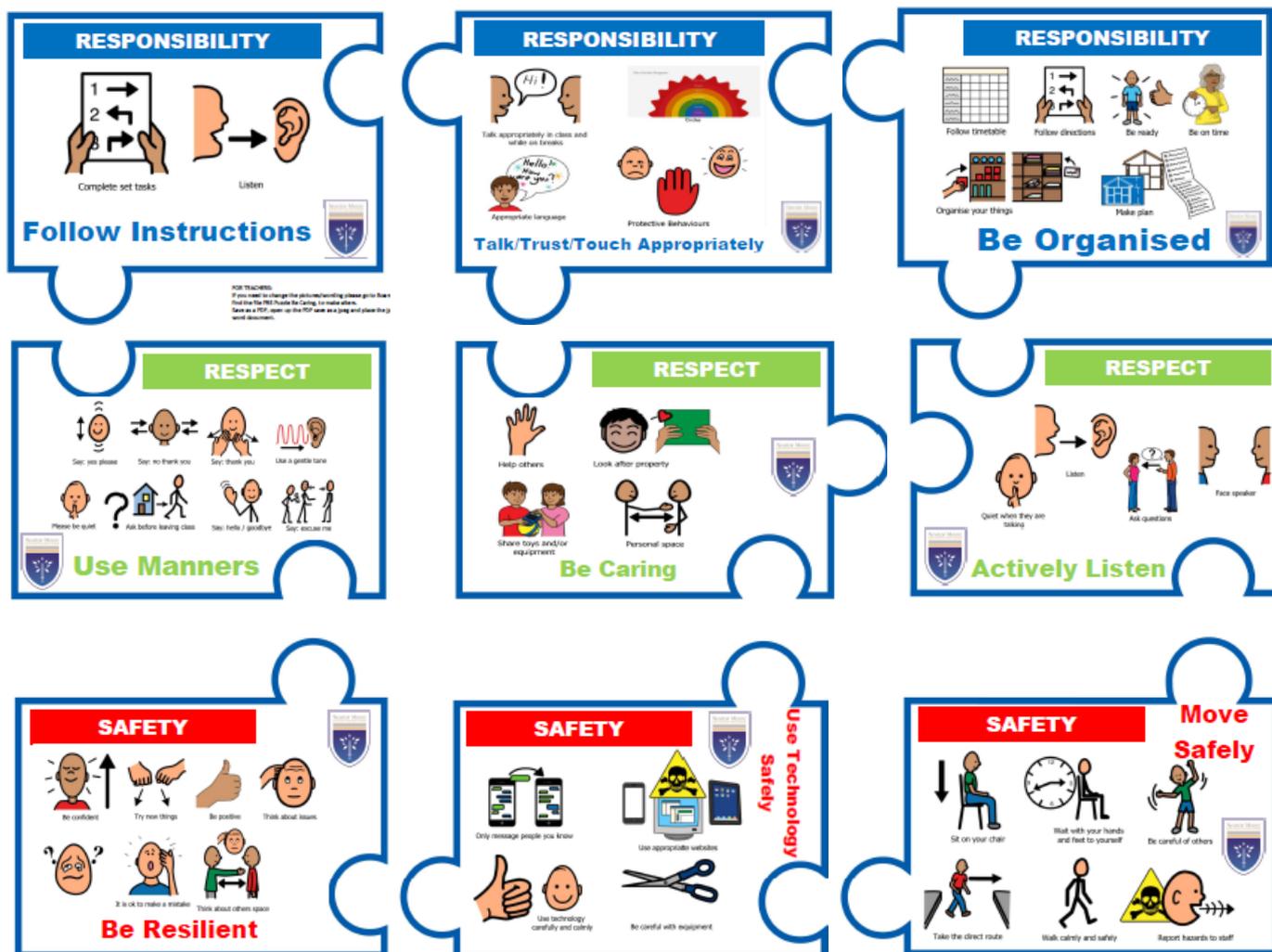
Behaviour management at NMESC is supported by a three-tiered Positive Behaviour Support (PBS) model and is informed by educational research that shows that inappropriate behaviour is a skill deficit and as such, it must be taught through the implementation of restorative practices.



- Tier 3** 5% - Intensive practices and systems for students whose behaviours or needs have been documented as not responsive at tiers 1 and 2. Individualised to the specific needs and strengths of the student.
- Tier 2** 15% - Specialised practices and systems for students whose behaviours or needs have been documented as not responsive at tier 1. Generally provided in a standardised manner in small student groupings.
- Tier 1** 80% - Practices and systems for all students and staff implemented across all school settings.

## Positive Behaviour Support (PBS) Expectations

The following is an outline NMESC's 3 major PBS expectations: Responsibility; Respect; Safety. These expectations are showcased by staff, students and shared with our parents and wider community.



## PBS and Home/Families

Students take weekly Knight Points home for parents/carers/family members to fill in showcasing their child's use of the schools PBS expectations, outside of school.

If parents have any concerns or queries we encourage them to contact the NMESC Student Wellbeing Team on 9722 2480 to identify additional supports that the school can provide to their child. These include but are not limited to:

- Significant changes in the child's life
- Family issues/concerns
- Changes in social/emotional/behavioural wellbeing

## Behaviour Curriculum

- Explicit weekly teaching of PBS expectations
- Classroom Management Strategies
- Zones of Regulation
- A 5 is Against the Law
- Protective Behaviours
- Trauma Informed Practice
- Growth Mindset

## Behaviour Referral Process

NMESC has a comprehensive behaviour and pastoral care referral process which is outlined in Appendix B and identifies minor and major behaviours, along with follow up actions/consequences/learning for demonstrated behaviours.

## Minor Behaviours

As a school we have outlined a list of minor behaviours that are dealt with at a classroom level by continued positive learning around the behaviour and whole school learning:

### Inappropriate language/disrespectful behaviour

Late to class

Out of uniform

Not completing work

Not following instructions

Technology misuse (minor)

Property damage/misuse (minor)

Not following PBS matrix behaviours

Inappropriate sexualised behaviour

Verbal threats

Bullying (first instance)

Truancy

<b>Minor Behaviour Continuum of Response</b> <b>Calm Consistent Brief Immediate Respectful Private</b>	
Pre-correct	Encouragement of the expected behaviour Short PBS lessons
Prompt	<b>Give verbal or visual cue through</b> <u><b>Low Key Responses</b></u> Eye contact      The Pause      Proximity Ignore              Gesture              Private Dialogue Come on Back      Minimal Verbal      Allies First The Look              Problem not Student

Remind	Responding to Appropriate Behaviour Modelling Appropriate Behaviour												
Re-direct	Restate the matrix behaviour												
Re-teach	<ul style="list-style-type: none"> <li>• State and demonstrate the matrix behaviour</li> <li>• Have student demonstrate the behaviour</li> <li>• Provide immediate feedback</li> </ul>												
Provide Choice	Give the student a choice to accomplish task: <ul style="list-style-type: none"> <li>• In a different location</li> <li>• In a different order</li> <li>• Using alternative materials</li> <li>• In a different activity with the same objectives</li> </ul>												
Conference	<ul style="list-style-type: none"> <li>• Describe the problem</li> <li>• Describe the alternative behaviour</li> <li>• Explain why the alternative is better</li> <li>• Practise</li> <li>• Provide feedback</li> <li>• Fill out Minor in SchoolPod</li> </ul>												
Prompt Use a low key response to signal the behaviour	<table> <tr> <td>Eye contact</td> <td>The Pause</td> <td>Proximity</td> </tr> <tr> <td>Ignore</td> <td>Gesture</td> <td>Private Dialogue</td> </tr> <tr> <td>Come on Back</td> <td>Minimal Verbal</td> <td>Allies First</td> </tr> <tr> <td>The Look</td> <td>Problem not Student</td> <td></td> </tr> </table>	Eye contact	The Pause	Proximity	Ignore	Gesture	Private Dialogue	Come on Back	Minimal Verbal	Allies First	The Look	Problem not Student	
Eye contact	The Pause	Proximity											
Ignore	Gesture	Private Dialogue											
Come on Back	Minimal Verbal	Allies First											
The Look	Problem not Student												

## Major Behaviours

Parents will be informed via a letter or a phone call when a child is withdrawn from school activities for inappropriate behaviour or social/emotional challenges in line with our referral process. The following behaviours are to be dealt with under the Department of Education's policies and procedures. Consequences/actions may include medical or mental health intervention, reprimand, in-school suspension or at-home suspension. All major behaviours executed at Newton Moore Education Support Centre are followed by intense learning around the behaviour and intervention from the Student Wellbeing Team.

**Physical assault or intimidation of staff or students**

**Substance misuse/abuse/under the influence**

**Having a weapon at school**

**Recording, distributing or uploading inappropriate images or videos**

**Damage to property**

**Verbal threat with intent**

**Chronic Truancy**

**Chronic Bullying**

**Repeated minor behaviours**

**Disclosures of self-harm or suicidal ideation**

## Mobile Phones

The use of mobile devices including mobile phones and 'smart' watches can be disruptive to the learning environment of all students. To ensure that the rights of all students and staff are respected as well as ensuring a safe and supportive learning environment, the use of personal mobile devices by any students for any purpose is not permitted at NMESC unless for medical reasons, for example, blood sugar monitoring.

It is preferred that students do not bring these mobile devices to school, but it is recognised that parents/carers may wish to provide mobile devices to protect their child from every day risks involving personal safety and security, and for reassurance. If a student brings a mobile phone to school it must be handed in to the classroom teacher or the Student Wellbeing Office, at the start of each day. The phone will then be stored in a locked and safe area until the end of the school day when it will be returned to the student. 'Smart' watches must be set to airplane mode or similar during school hours.

If a student is found to be in possession of a mobile phone during the school day, or is using their 'smart' watch to access the internet, it will be confiscated and locked in the school safe. Confiscated devices will need to be collected by the student at the end of the school day. Repeated breaches will result in the mobile device being confiscated until a parent/carer is able to collect it. Please be aware that school staff cannot accept any responsibility for student's mobile devices in any circumstance.

## Physical Contact and Restraint

Education Department policy states that school staff may use physical contact to care for a student or to manage unsafe behaviour. When attempting to maintain safety it is always preferable for staff to use verbal de-escalation strategies to manage student behaviour. However, it may become necessary for a staff member to use reasonable physical contact to maintain or re-establish safety and wellbeing for staff and students. For further information, see the Department of Education's Behaviour Management in Schools Policy.

## Bullying

Bullying is when an individual or group misuses power to target another person/s with the intention to threaten or harm them. There are many forms including physical, psychological, relational, verbal and cyber bullying. As bullying originates and occurs both in and out of school hours, all members of the school community, including parents and teachers, need to take an active role in the prevention and management of bullying. Appropriate and relevant learning will take place around bullying behaviours at NMESC.

## Good Standing

Students with 'Good Standing' are eligible to participate in extra curricula activities such as whole-school reward days, performances/visiting performers, excursions, class rewards, camps, interschool sporting events and graduation. Students will maintain their Good Standing at NMESC by demonstrating:

- Satisfactory attendance: full-time attendance at a class when normal classes are in operation unless provided with reasonable explanation for absence. We understand that due to medical/personal issues attendance may be reduced and we have processes in place to support students in these circumstances. Satisfactory attendance is viewed on a case by case basis. An absence is deemed unsatisfactory if it is unexplained or the explanation, in the view of the Principal, is inadequate or inappropriate;

- Demonstrating expected behaviours of Responsibility, Respect and Safety.

A student's Good Standing status will only be withdrawn following consultation with the Student Wellbeing Team, Leadership Team, and Classroom Teacher for the following reasons:

- Three referrals to student services in the course of one week;
- Suspension;
- Students will automatically lose Good Standing privileges to participate in activities where the safety of other students is a concern.

**Regaining Good Standing:**

- All students will regain Good Standing after successfully engaging in a return to school meeting after suspension or engaging in required learning after returning after suspension.

At NMESC our Good Standing policy is supported by our PBS ethos of acknowledging and rewarding exemplary student behaviour and work ethic. It is also reinforced by our expectations which explicitly reinforces and teaches respect, responsibility and safety within the school as a whole.

We believe that learning is enhanced in a welcoming, inclusive and collaborative environment which emphasises the importance of students taking responsibility for the choices that they make on a daily basis. These choices impact academically and socially on themselves and others. The Good Standing Policy is a part of, and works in conjunction with, the whole school Behaviour Management Plan and the Department of Education's Keeping our Workplace Safe initiative. It aims to provide regular acknowledgement/recognition for the majority of students who consistently demonstrate willing and learning of NMESC's PBS expectations.

## Appendix A – PBS Matrix



### NEWTON MOORE ESC – POSITIVE BEHAVIOUR EXPECTATIONS MATRIX



PBS Attributes	Consistently (100-75%)	Often (75-50%)	Sometimes (50-30%)	Seldom (30-0%)	
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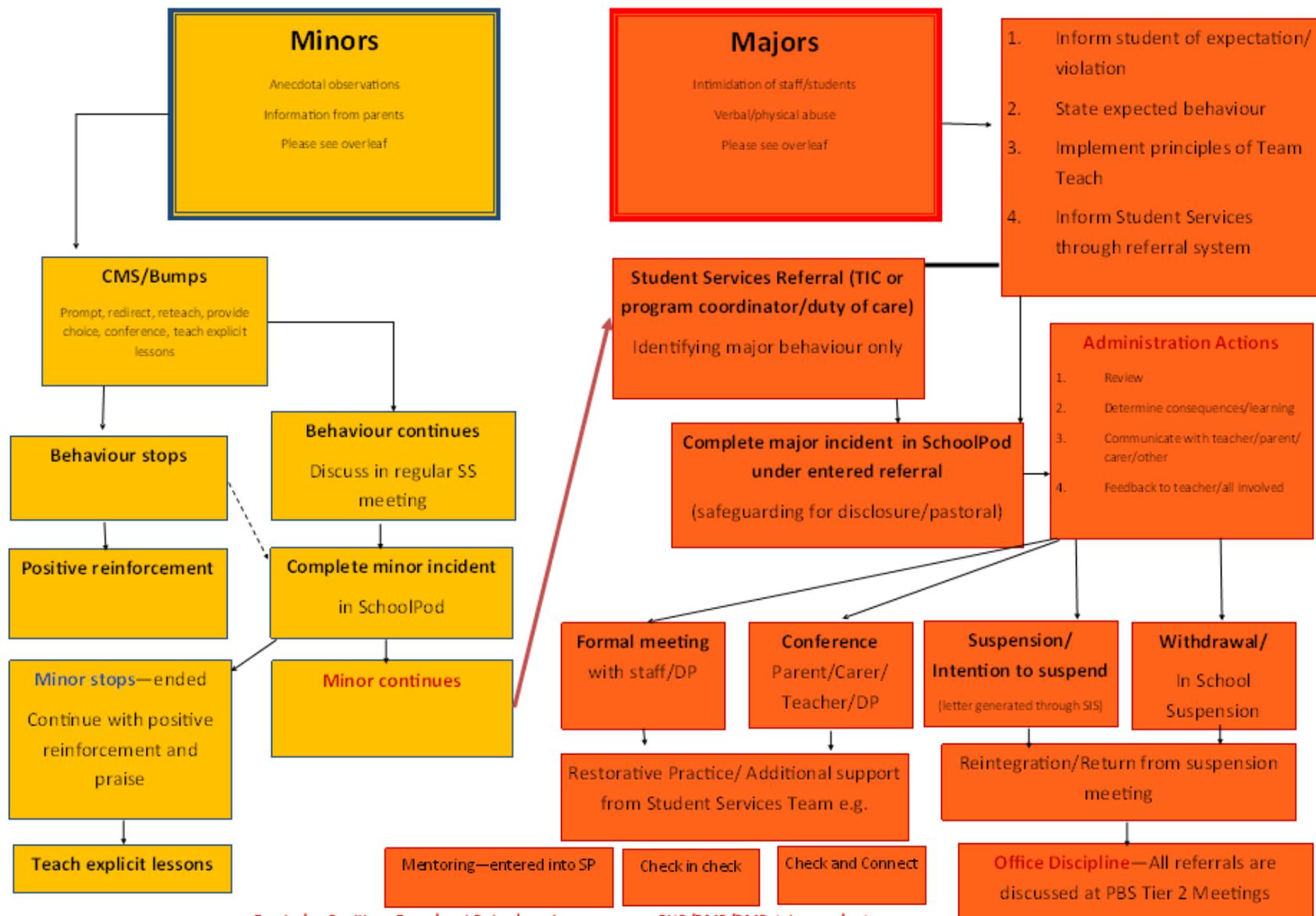
AREAS	RESPECT	RESPONSIBILITY	SAFETY
<b>All</b>	<ul style="list-style-type: none"> <li>• <b>Actively listen</b> <ul style="list-style-type: none"> <li>-Stay quiet while someone is talking</li> <li>-Acknowledge when someone is talking to you</li> <li>- Ask appropriate questions or appropriate response</li> <li>-Look towards the person talking</li> <li>-Turn Face and body towards the person talking</li> </ul> </li> <li>• <b>Use manners</b> <ul style="list-style-type: none"> <li>-Say hello and goodbye to staff and students</li> <li>-Say please and thank you</li> <li>-Use kind words</li> <li>-Use a calm/gentle tone</li> <li>-Wait for your turn to speak</li> <li>-Say 'excuse me' if interrupting a class or conversation</li> </ul> </li> <li>• <b>Be caring</b> <ul style="list-style-type: none"> <li>-Being sensitive to others' issues and concerns</li> <li>-Share equipment</li> <li>-Help others if they ask or need it</li> <li>-Look after school and others property</li> <li>-Allow for personal space</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Follow and complete instructions</b> <ul style="list-style-type: none"> <li>-Actively listen</li> <li>-Complete set tasks</li> </ul> </li> <li>• <b>Be Organised</b> <ul style="list-style-type: none"> <li>-Be prepared</li> <li>-Be on time</li> <li>-Follow your timetable</li> <li>-Know and follow routines</li> <li>-Model positive behaviours</li> </ul> </li> <li>• <b>Actively participate</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Be resilient</b> <ul style="list-style-type: none"> <li>-Solve issues with peers and staff using respect (see respect)</li> <li>-Have positive and confident body language</li> <li>-Speak with confidence</li> <li>-Try new things</li> <li>-Persevere. Keep on/continue doing something even when it's difficult</li> <li>- It's okay to make mistakes</li> </ul> </li> <li>• <b>Technology</b> <ul style="list-style-type: none"> <li>-Know and follow the expectations for each area</li> <li>-Only visit school appropriate sites</li> <li>-Tell a staff member if you accidentally access an inappropriate site</li> <li>-Use technology safely</li> </ul> </li> <li>• <b>Move safely</b> <ul style="list-style-type: none"> <li>-Wait quietly for your teacher without touching others</li> <li>-Move into, out of and around rooms without touching others</li> <li>-Take the direct/safe route</li> <li>-If you see a hazard report it</li> <li>- Cover mouth when coughing, sneezing</li> </ul> </li> </ul>

<b>Classroom</b>	<ul style="list-style-type: none"> <li>• All devices in bag</li> <li>• Speak nicely to others</li> <li>• Ask before leaving class</li> <li>• Listen politely and quietly</li> <li>• All devices are 'out of sight'</li> <li>• All personal devices are on silent</li> <li>• Respect property</li> </ul>	<ul style="list-style-type: none"> <li>• Bring equipment needed for lesson</li> <li>• Follow school dress code</li> <li>• Put things back where they came from</li> <li>• Eat your food and go to the toilet during your break</li> </ul>	<ul style="list-style-type: none"> <li>• Keeping hands and feet to yourself</li> <li>• Use furniture as intended</li> <li>• Access appropriate sites on personal and school devices</li> </ul>
<b>Bus</b>	<ul style="list-style-type: none"> <li>• Greet driver/staff appropriately</li> <li>• Follow instructions</li> <li>• Share seat space fairly</li> <li>• Hands and feet to self</li> <li>• Listening to music low volume</li> <li>• Thank driver on exiting</li> </ul>	<ul style="list-style-type: none"> <li>• Have your fare/card ready</li> <li>• Take all belongings/rubbish with you</li> <li>• Wait in your area</li> </ul>	<ul style="list-style-type: none"> <li>• Keep bags out of aisles</li> <li>• Keep arms and legs out of aisles.</li> <li>• Keep back from roadside</li> <li>• When exiting bus keep away from doorway</li> <li>• Stay seated while bus is moving</li> </ul>
<b>Transition</b>	<ul style="list-style-type: none"> <li>• Move quietly</li> <li>• Keep away from classroom windows and doors</li> <li>• Knock before entering</li> <li>• Say "excuse me" if interrupting a class/teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Take the direct route</li> <li>• Keep your hands and feet to yourself</li> <li>• Be quiet</li> </ul>	<ul style="list-style-type: none"> <li>• Walk</li> <li>• Stay on paths</li> </ul>
<b>Community Access</b>	<ul style="list-style-type: none"> <li>• Respond/greet members of the community (smile, eye contact and verbal greeting)</li> <li>• Keep hands and feet to yourself</li> <li>• Share space and equipment</li> <li>• Appropriate voice for location (eg. quiet in the library, louder in the workshop)</li> </ul>	<ul style="list-style-type: none"> <li>• Be safe near roads</li> <li>• Keep left on foot paths</li> <li>• Dress appropriately</li> <li>• Return bus cards to office</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure staff know where you are</li> <li>• Enter and exit safely</li> <li>• Wait your turn</li> <li>• Stay with your group</li> <li>• Be aware of your surroundings</li> <li>• Take water with you</li> </ul>
<b>CWC</b>	<ul style="list-style-type: none"> <li>• Respect fellow students you work with</li> <li>• Speak appropriately to supervisors, customers and other workers</li> <li>• Show respect for the privacy of others and confidential information</li> </ul>	<ul style="list-style-type: none"> <li>• Wear your Work Centres Uniform</li> <li>• Be on time</li> <li>• Check in and out</li> <li>• Use your daily planner</li> <li>• Use your work task sheets</li> </ul>	<ul style="list-style-type: none"> <li>• Wear PPE as required</li> <li>• Complete Student induction</li> <li>• Follow procedures as instructed</li> <li>• Use equipment safely</li> <li>• Keep working area clear of hazards</li> </ul>
<b>SWIT and ACTIV</b>	<ul style="list-style-type: none"> <li>• Know and follow code of conduct</li> <li>• Speak appropriately to supervisors and other workers</li> <li>• Respect fellow students you work with</li> </ul>	<ul style="list-style-type: none"> <li>• Wear your uniform</li> <li>• Be on time</li> </ul>	<ul style="list-style-type: none"> <li>• Use equipment safely</li> <li>• Keep working area clear of hazards</li> <li>• Complete Student induction</li> <li>• Follow procedures as instructed</li> </ul>

<b>Workplace Learning</b>	<ul style="list-style-type: none"> <li>• Know and follow code of conduct</li> <li>• Respect workplaces, customers and colleagues</li> <li>• Show respect for the privacy of others and confidential information</li> </ul>	<ul style="list-style-type: none"> <li>• Phone in if unable to work</li> <li>• Dress appropriately</li> <li>• Complete logbook</li> </ul>	<ul style="list-style-type: none"> <li>• Follow workplace procedures as instructed</li> <li>• Wear PPE as required</li> </ul>
<b>Protective Behaviours</b>	<ul style="list-style-type: none"> <li>• Respect others personal space</li> <li>• Keep private behaviours private</li> </ul>	<ul style="list-style-type: none"> <li>• Allow others to feel safe at all times</li> <li>• Talk/Trust and Touch appropriately</li> <li>• Be mindful of others personal space</li> <li>• Build other people up – use positive talk</li> <li>• Use people on your safety hand</li> <li>• Know how and who to talk to</li> </ul>	<ul style="list-style-type: none"> <li>• Use No, Go, Tell</li> <li>• Know your Safety Hand</li> </ul>
<b>Visible Learning</b>	<ul style="list-style-type: none"> <li>• Come in with a positive learning mindset</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Cyber Safety</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Office Areas</b>	<ul style="list-style-type: none"> <li>• Enter and approach the counter and wait for staff to greet you</li> <li>• If counter is unattended knock on office door and wait for a response</li> <li>• Use a quiet voice</li> <li>• Greet the person, ask your question / complete your task and leave the office area</li> <li>• Ask permission before sitting at anyone's personal desk or using their equipment</li> <li>• Wait to be invited before going behind the counter</li> </ul>	<ul style="list-style-type: none"> <li>• Ask your teacher for permission before going to the office</li> <li>• Get a movement pass from your teacher before leaving class or move with an EA</li> <li>• If you are going to see someone specific for a long visit more than two minutes make an appointment at time that they agree to</li> <li>• During breaks eat your lunch before entering an office area</li> </ul>	<ul style="list-style-type: none"> <li>• When in office areas sit on visitor chairs</li> <li>• During breaks you can make a short visit but you must then join your peers</li> <li>• If the office is busy and your business is not urgent come back later</li> <li>• Appointments and visits are made for one student at a time</li> </ul>

## Appendix B – Behaviour Referral Flow Chart

### STUDENT BEHAVIOUR MANAGEMENT PROCESS



Escalation Profile - Functional Behaviour Assessment -- PHP/BMP/RMD (observation)

# PBS BEHAVIOUR REFERRAL

## Student Services Referral



- Physical assault or intimidation of staff or students
- Damage to property (major)
- Verbal threat with **intent**
- Chronic truancy
- Disclosure (including self harm/suicidal ideation)
- Substance misuse/under the influence
- Use of a weapon
- Chronic bullying
- Repeated minors (**with evidence**)
- Pastoral care
- ALL PHYSICAL **RESTRAINTS** REQUIRE REFERRAL

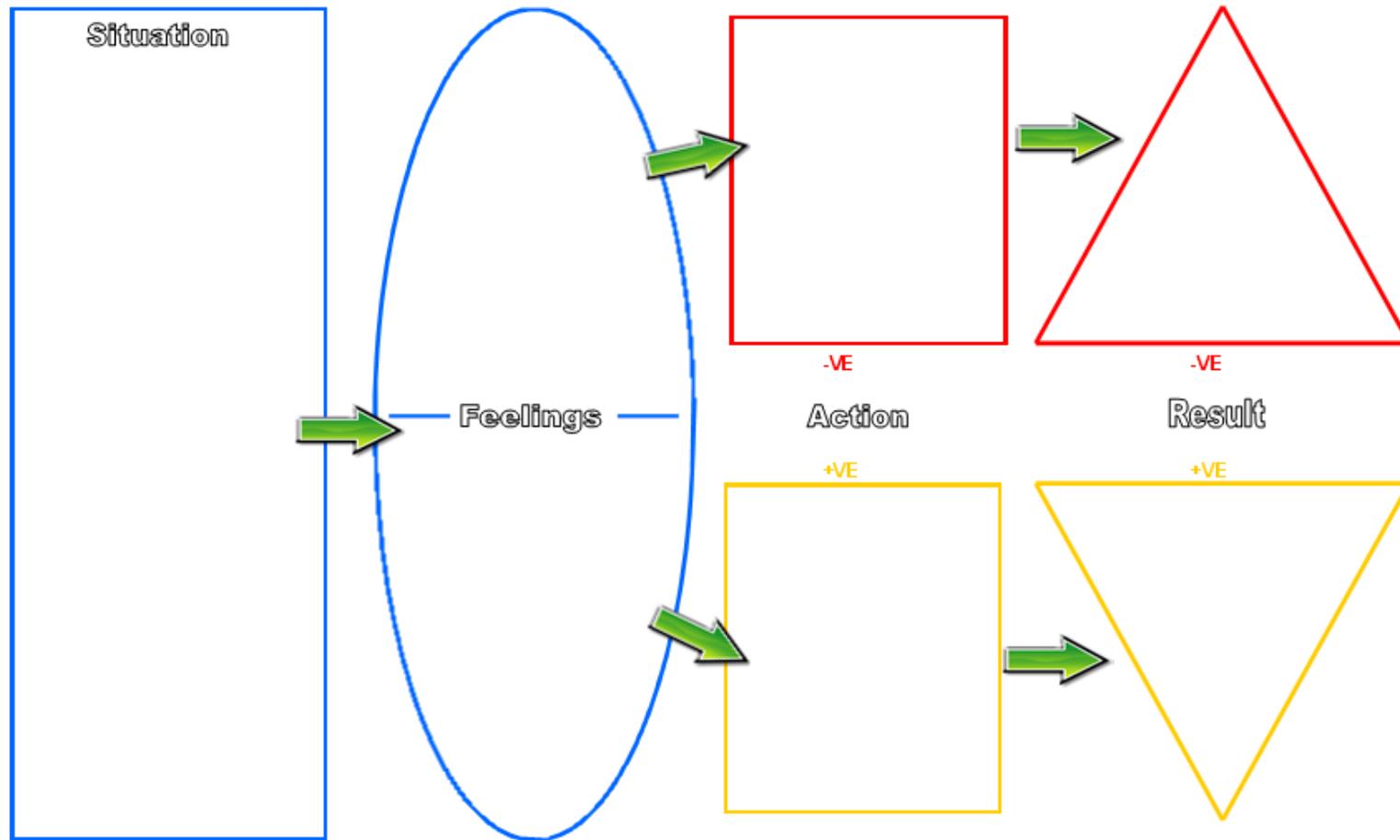
**Teacher managed - report on SchoolPod and tag student services**

- Truancy (leaving school grounds)
- Inappropriate sexualised behaviour
- Ongoing 'teacher managed' minor behaviours (with evidence)
- Verbal threats
- Bullying
- Property damage/misuse (minor)

**Teacher managed - report on SchoolPod**

- Inappropriate language/disrespectful behaviour
- Late to class (come to student services for a late note)
- Out of uniform
- Not completing work
- Not following instructions
- Technology misuse
- Property misuse
- Not following PBS matrix behaviours

# ROPES Scenario



## Restorative Questions I

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**When things go wrong...**

What happened?

What were you thinking of at the time?

What have you thought about since?

Who has been affected by these behaviours?

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



# Appendix E – Escalation profile



## Newton Moore Education Support Centre Escalation Profile

Student		DOB	
Year Level		Date	
Teacher/s		Parent/Guardian	

Signed: Principal		Parent/Guardian:		Teacher:	
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Goals:	Motivators:

