

# Goomalling Primary School

*Every Child—Every Chance to Shine*



## Positive Behaviour Support Plan 2022

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# Goomalling Beliefs

## WAPBS Purpose Statement

At Goomalling Primary School our vision, as a Positive Behaviour Support School, is to build a community of students, with high expectations who strive for personal excellence in a safe learning environment. We are an integral part of the wider Goomalling community, supporting students to become purposeful global citizens who are resilient and respectful in the face of challenges.

## Goomalling Primary School Expected Behaviours

**GOOMALLING  
PRIMARY SCHOOL**  
ENDEAVOUR

**R**  
we are  
**Respectful**

**A**  
we are  
**Achieving**

**R**  
we are  
**Resilient**

**E**  
we  
**Endeavour**

# WA Positive Behaviour Support (WAPBS)

## WAPBS at Goomalling 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 Goomalling Primary School.

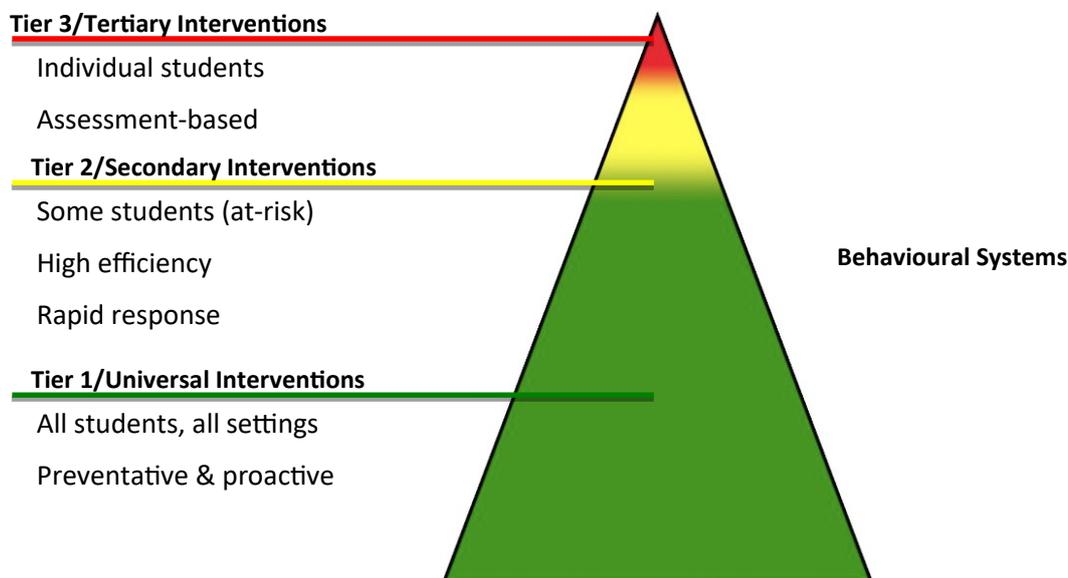
The framework is designed to be dynamic and evolving, changing where required to meet areas of need determined by data collected at Goomalling Primary School.

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 that the effective implementation of WAPBS can achieve:

- An increase in attendance
- Students viewing school as a more positive and calm environment
- Teacher's reporting a more positive and calm 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. Tier 2 and 3 offer more targeted strategies and interventions for students requiring additional support in demonstrating expected behaviours.



## School Code of Conduct

The WAPBS Matrix explicitly informs staff and students of Goomalling Primary how we can demonstrate **RESPECT, ACHIEVEMENT, RESILIENCE & ENDEAVOUR** in a number of contexts within the school. It will also form the behaviour curriculum to be explicitly taught across the school.

	GPS MATRIX			
	RESPECT	ACHIEVEMENT	RESILIENCE	ENDEAVOUR
At School in the Classroom	<ul style="list-style-type: none"> <li>•We use whole body listening</li> <li>•We follow the classroom agreements</li> </ul>	<ul style="list-style-type: none"> <li>•We complete our work</li> <li>•We take pride in our work</li> <li>•We work towards challenging yet achievable goals</li> </ul>	<ul style="list-style-type: none"> <li>•We persevere</li> <li>•We contribute positively to discussions</li> <li>•We learn from our mistakes</li> <li>•We identify the problem and build a solution</li> </ul>	<ul style="list-style-type: none"> <li>•We are organised</li> <li>•We work hard to improve</li> <li>•We strive for excellence in all we do</li> <li>•We complete all tasks to the best of our ability</li> </ul>
At School in the Playground	<ul style="list-style-type: none"> <li>•We line up properly</li> <li>•We are quiet when walking around the school</li> <li>•We respect personal space</li> </ul>	<ul style="list-style-type: none"> <li>•We play as a team</li> <li>•We bring our best self</li> </ul>	<ul style="list-style-type: none"> <li>•We accept decisions</li> <li>•We show courage</li> </ul>	<ul style="list-style-type: none"> <li>•We own up to our actions</li> <li>•We think before we speak</li> <li>•We are sun smart</li> </ul>
At all times	<ul style="list-style-type: none"> <li>•We speak to others nicely</li> <li>•We follow policies, procedures and agreements</li> <li>•We keep a tidy school, we reduce, reuse, recycle</li> <li>•We are inclusive</li> </ul>	<ul style="list-style-type: none"> <li>•We celebrate other people's success</li> <li>•We celebrate each step along the way in achieving long term goals</li> <li>•We show confidence</li> </ul>	<ul style="list-style-type: none"> <li>•We manage our emotions (ask for a break, be honest about how we are feeling)</li> <li>•We are honest</li> <li>•We move forward-don't get stuck on the issue/problem</li> <li>•We deal with a disagreement positively</li> </ul>	<ul style="list-style-type: none"> <li>•We show initiative</li> <li>•We are a positive role model</li> <li>•We take pride in ourselves and our school</li> </ul>

## The Principal

- Maintain and support the PBS team.
- Ensure all staff consistently model and reinforce the *GPS Expected Behaviours Matrix* and whole school procedures.
- Support teachers with implementing the Student *Step* Referral Process ([page 9](#)).
- Ensure that IBP / Risk Management plans are in place for students at risk 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, and whenever school data indicates the need.
- Report, annually, to the school board on the school's performance in behaviour support.

## Teaching Staff

- Establish a positive classroom/school environment ([Appendix B: Circle of Courage Support Strategies](#))
  - ⇒ **Belonging:** A sense of community and being, love and respect for others.
  - ⇒ **Mastery:** Experiencing success and competence in many areas (physical & social). Exercising self-control, responsibility and striving to achieve personal goals rather than superiority.
  - ⇒ **Independence:** Making ones own decisions and owning failure or success. Setting one's own goals and exercising self-discipline.
  - ⇒ **Generosity:** Looking forward to being able to contribute to others, be able to share and give to others.
- Explicitly teach, model, monitor, reinforce, remind and reteach the expected behaviours.
- Utilise CMS strategies in response to low-key incidences of behaviour ([Appendix C: CMS strategies](#)).
- Follow the Student *Step* Referral Process ([page 9](#))
- Communicate student progress and concerns to parents.
- Establish a quiet place in the classroom in line with *Step 2* of the *Step* process.
- Keep records (at **Step 3** of the *Step* process) of student behaviour on Integris that include:
  - ⇒ Name of student
  - ⇒ Description of the incident/behaviour
  - ⇒ Dates and times;
  - ⇒ Relevant parent contact and any outcomes of consultation with parents.
- Establish a quiet place outside of the classroom, such as a neighbouring class, for student *reset* in line with *Step 3* of the *Step* process. This destination must be adequately supervised to ensure duty of care is maintained.
- Establish and maintain an IBP for students who require additional support.

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## Allied Professionals, EA's & Support Staff

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- Support teaching staff in upholding the roles and responsibilities set out on [page 6](#).
- Contribute towards a positive classroom/school environment:
  - ⇒ Be caring, kind, fair but firm.
  - ⇒ Be polite and expect politeness.
  - ⇒ Model respectful, courteous and honest behaviour.
  - ⇒ Ensure that the school environment is kept neat, tidy and secure.
- Establish positive relationships with students, parents and other staff.
- Model and reinforce GPS expected behaviours.

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## Parents/Carers

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- Model and reinforce GPS expected behaviours.
- Contribute towards a positive school environment:
  - ⇒ Be polite and expect politeness.
  - ⇒ Model respectful, courteous and honest behaviour.
  - ⇒ Ensure children are sent to school prepared for success with appropriate needs met and the necessary equipment (breakfast, sleep, stationary, uniform, lunches etc.).
- Work collaboratively with GPS staff to support their child in instances of Individual Behaviour Plans (IBP).

# Encouragement Systems & Rewards

## Faction Tokens

- Students can earn faction tokens for demonstrating GPS expected behaviours.
- Faction tokens should be handed out frequently, accompanied by spoken confirmation of the desired behaviour the student was exhibiting, for example “thank you for lining up properly, *student name*.”
- Once earned, a faction token cannot be lost.
- Faction tokens contribute to shared rewards for factions.

## Gold Star Awards

Gold Star Awards can be given to students to take home and share with their caregivers. Like faction tokens, these are given to students for exhibiting GPS expected behaviours.

## Merit & Bright Star Awards

Honour certificates and Principal’s *Bright Star Awards* are handed out at assemblies throughout the term.



## Green Reward Time

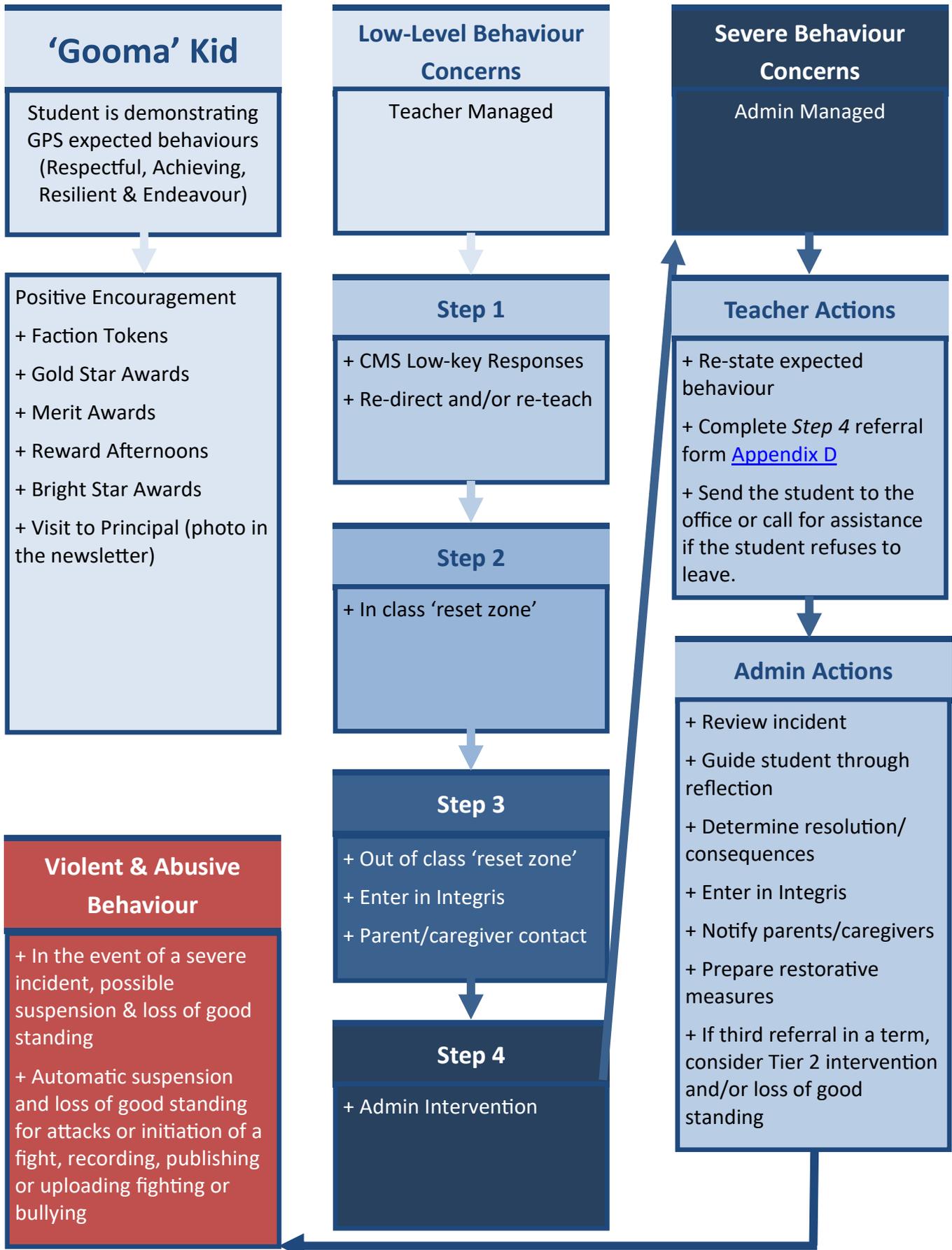
Provided in class at appropriate times by classroom teachers. Rewards vary from class to class.

## Friday ‘Gooma Kid’ Reward afternoons

*Gooma Kid* reward afternoons are teacher-led reward sessions of activities, often suggested by the students, designed to recognise and acknowledge students who have consistently demonstrated GPS expected behaviour for a full week.

- To earn an invitation to a reward afternoon, students need to:
  1. Be up-to-date with class work
  2. Not progress beyond *Step 2*
  3. Not move to *step 2* more than once
- Each week is a new start, allowing students to earn Friday’s reward session based on their performance that week.

# Student *Step* Referral Process



\* Student *Step* Referral Process may require adjustment for students with special needs.

\*\* Students may skip a *Step* depending on the nature of their behaviour or incident.

## Good Standing

Violent behaviour (physical and verbal) is totally unacceptable at Goomalling Primary School and will not be tolerated. Good standing is implemented to address violence and severe behaviours in schools. Good Standing enables students to access privileges such as, sporting events, class parties, camps, excursions, graduation activities, carnivals, leadership positions, and other activities and rewards. All students start with good standing.

A student loses good standing after a breach, or series of breaches, of school discipline. These include:

- attacks or starting a fight with another student
- recording/publishing/uploading to social media a video of fighting or bullying involving students
- displays of physical aggression, threats, harassment or intimidation towards staff
- repeated *Step 4 office referrals* ([page 9](#)) within a term.

If a student loses good standing, the Principal will communicate to the student and a guardian what the:

- reason is for the loss of good standing;
- withdrawal means for the student; and
- plan to improve the student's behaviour

Good standing may be re-instated through a period of demonstrated GPS expected behaviours negotiated with the student with considerations to the incident/s involved and capacity of the student to improve.

## Suspension

A student may be suspended for a severe behaviour incident. Suspension is a last resort and made on a case-by-case basis. Automatic suspension will apply to any student who:

- attacks or initiates a fight with another student, or
- Records/publishes/uploads to social media a video of fighting or bullying involving students
- Displays physical aggression, threats, harassment or intimidation towards staff

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

[Information on suspension protocols and considerations can be found from page 7 of the DOE Requirements related to the Student Behaviour in Public Schools policy document.](#)

## Bullying

Bullying or any form of harassment will not be tolerated at Goomalling Primary School. The prevention of bullying is a community responsibility and is preventatively targeted through a WAPBS sustained positive school culture of clear behavioural expectations; **RESPECT, ACHIEVEMENT, RESILIENCE & ENDEAVOUR.**

**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 and 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, principal and outside agencies (as required).

**Staff Responsibilities:** Teaching staff explicitly teach GPS 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 Practice, No Blame Approach, Building Empathy*). Similarly, perpetrators of bullying and harassment behaviours will be dealt with by following the student *Step referral process* ([page 9](#)).

## Aggression & Restrictive Practices (Restraints)

On occasions, challenging and violent behaviour from some students can compromise the safety and opportunity for other students to learn. Goomalling Primary School staff will develop Individual Behaviour Support and Risk Management Plans for students who require significant support in regulating their behaviour and operating within the expected behaviours of the school. De-escalation is always the first priority. In the event that 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 Principal and/or staff with the relevant *Team Teach* training. Restraints will only be used:

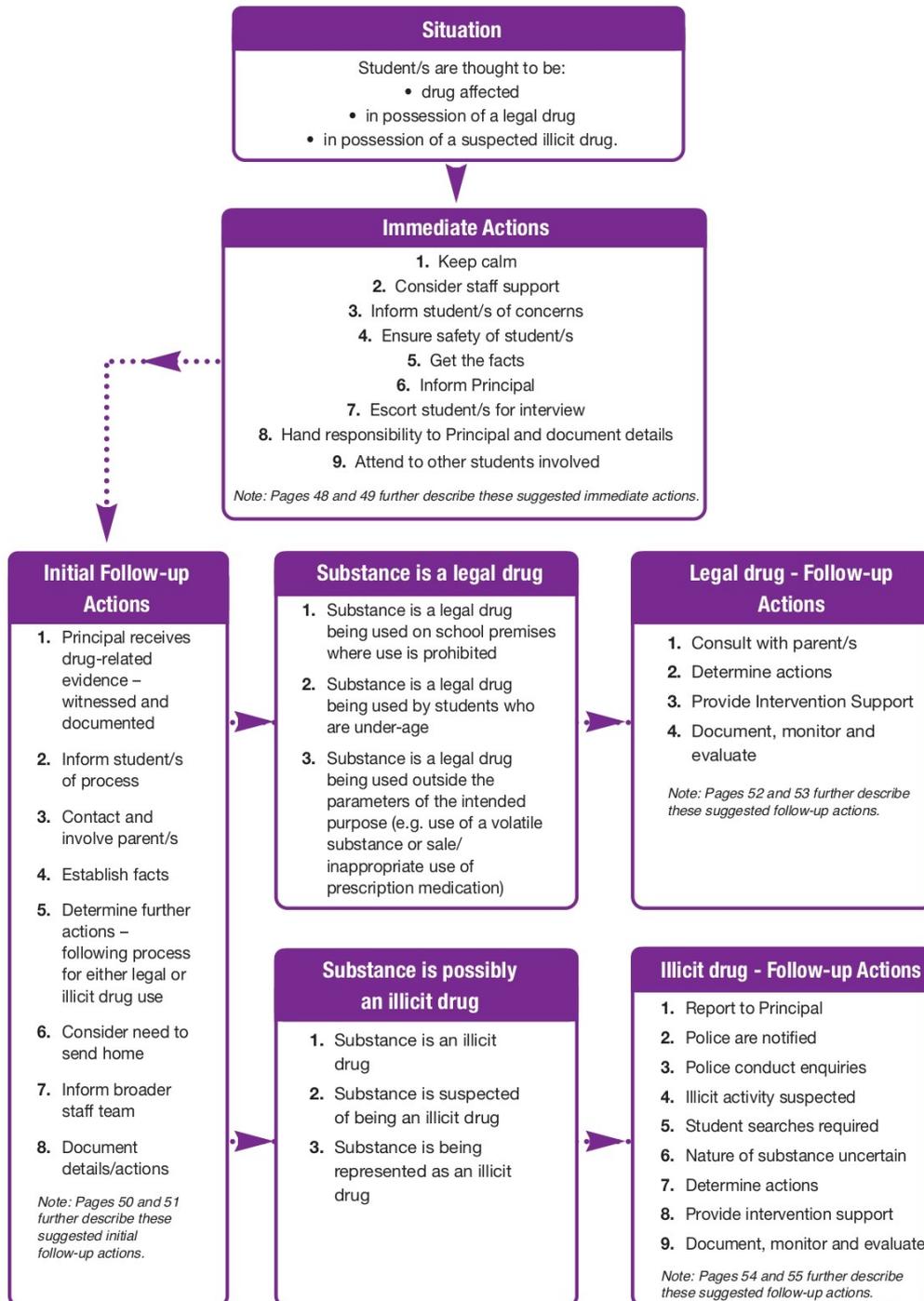
- in circumstances where a student's emotional or behavioural state prevents other strategies to maintain the good order of the learning environment from being successful;
- where that emotional or behavioural state poses imminent risk of harm to self or others, or risks significant damage to property;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

## 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 **RESPECT, ACHIEVEMENT, RESILIENCE & ENDEAVOUR**, the delivery of the Western Australian Health Curriculum and mandatory *Protective Behaviours Curriculum*.

### INCIDENT MANAGEMENT



Taken from the SDERA School Drug Education Guidelines

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

## The Presence of Weapons on School Sites

Students are not to be in possession of weapons on the school site or at any school activity. A student who is aware of a weapon on the school site or at a school activity, must bring this information to the attention of school staff.

A weapon is *'a thing designed or used for inflicting bodily or physical harm.'*

**Prohibited weapons:** are any item that has no purpose other than as a weapon, such as spray weapons, flick knives or switch blades.

**Controlled weapons:** include those used in the practice of a martial art, act, sport, or similar discipline, such as firearms, swords, machete or spear guns.

**Firearm:** includes any lethal firearm and any other weapon of any description from which any shot, bullet or other missile can be discharged or propelled, such as handguns and paintball guns.

Incidents involving weapons will be dealt with as a serious breach of school conduct and students will be suspended immediately.

**Staff who find a weapon should:** label it with the date, time and location where the item was obtained, and the names of all school personnel who have had contact with it; and provide it to the principal.

### The Principal will:

- Securely store the item and confirm the labelling of the weapon;
- Accept responsibility for its containment prior to handing it over to police or, if appropriate, returning it to the student's parents;
- Maintain a written record of names of all students, school staff, parents, police (if involved) and other individuals involved in the incident;
- Inform student of processes and contact and involve parent/s;
- Suspend student immediately;
- Contact the Police if the weapon is deemed prohibited or controlled;
- Communicate with, and offer support to, school staff, students and others as required;
- Document details/ further actions;
- Make a report via the Online Incident Notification System as soon as practicable;
- Request support/advice from the Coordinator Regional Operations at the regional education office.

## The Presence of Weapons on School Sites (continued)

Where a student is found to be carrying a weapon for the purpose of self-protection or self-defence, provide assistance and support to the student to promote more appropriate means of dealing with the threat perceived by the student.

Where there is 'reasonable suspicion' or it is known that a student is in possession of a weapon, school staff will:

- assess the level of risk to the student and others;
- report the matter immediately to the principal; and
- ask the student to accompany a member of school staff to the school office or another predetermined safe location where the principal or nominee, together with a witness, will request that the student hand over the weapon.

If the student declines to hand over the item which is likely to cause harm, the principal (or nominee) will:

- inform the student's parents/carers of the situation;
- give the parent/carer an opportunity to speak with the student on the telephone or to attend the school to speak with the student; and
- ensure the student is supervised by a member of school staff and the witness.

If the student continues to decline to hand over the item, the principal will:

- inform the police that the school holds a reasonable suspicion that the student possesses a controlled or prohibited weapon.

### **School staff should not undertake a personal search of the student.**

If the student does not have the item which is likely to cause harm on their person, the principal will:

- ask the student to open their bags and to cooperate with the search of the student's property, including their bag/s and locker.

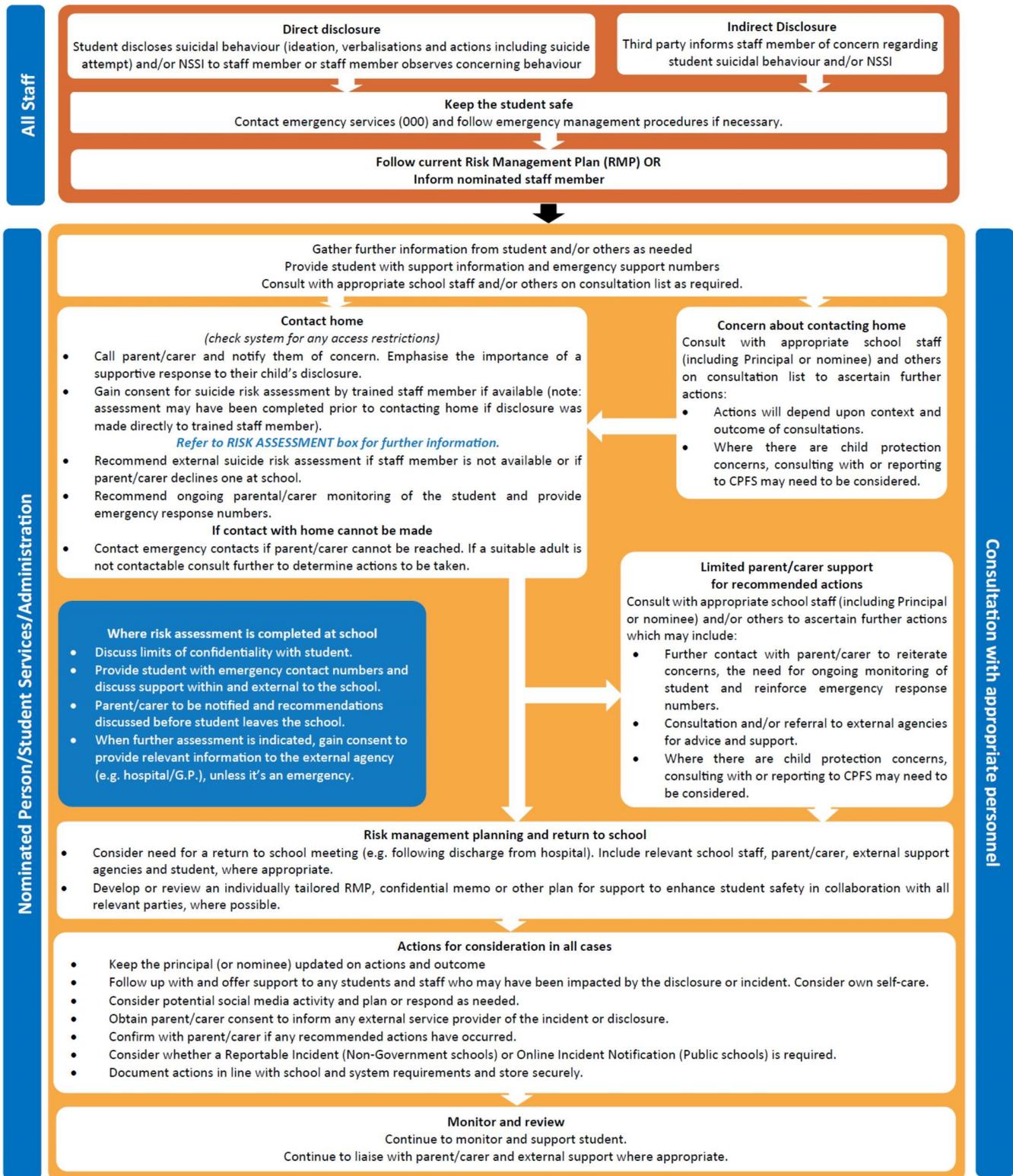
If the student refuses to make their property (e.g. bag) available for search, the principal (or nominee) will:

- inform the student's parents/carers of the situation; and
- seek permission from the parents/carers for a search of the student's property to be conducted.

If the student and the parents/carers refuse to give permission for the student's property to be searched, the principal will:

- seize the property if it is judged to be safe to do so;
- if seized, label and securely store the property in the presence of a witness;
- contact the police immediately if there is significant risk; and
- inform the police that the school holds a reasonable suspicion that the student possesses a controlled or prohibited weapon.

## Risks of Suicidal Behaviour and/or Non-suicidal Self-injury



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

<https://ikon.education.wa.edu.au/-/access-the-school-response-and-planning-guidelines-for-students-with-suicidal-behaviour-and-non-suicidal-self-injury-1/>

# Mobile and Electronic Devices Policy

Mobile Electronic Devices refer to devices such as mobile phones, iPads, tablets, smart watches, laptops and other devices capable of transmitting and receiving data and communications.

## Principles

1. Parents should not allow their child to bring a mobile electronic device to school unless there is a compelling reason to do so. For example, advising a parent of safe arrival at school.
2. In the event of an emergency, students have access to school phones.
3. 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).
4. 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.

## Guidelines

1. Mobile devices are to be turned off and handed into the office at the beginning of the school day and collected at the end.
2. No student may use a mobile or electronic device to record images or sound of other students, staff or community members on the school grounds.
3. Students not complying with this policy will have their device confiscated and their parents/guardians will be contacted to collect it.
4. As a matter of courtesy, it is expected that mobile devices belonging to staff, parents and visitors will be silent during class, duty, meetings and performances.
5. 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.

# Appendix A: Step Referral Process—Student/Classroom View & Teacher Actions

## Green Zone

I am in the Green Zone  
I am ready to work  
I am showing **Respect**  
I am working to **Achieve** my goals  
I am **Resilient** when things get tough  
I am **Endeavouring** to do my best

## Step 1

I am having some trouble regulating my emotions, I need some help in class to get back to the **Green Zone**

- CMS Low-key responses
- Re-state expected behaviour
- Re-direct and/or re-teach

## Step 2

I need some quiet time in a quiet place in the classroom to use some of my strategies to get back to the **Green Zone**

- Re-state expected behaviour
- In-class 'reset' area

## Step 3

I need some extra help to get back on track, I need to find a place outside my classroom to sit and reflect on my behaviour, to allow me to move back to the **Green Zone**

- Re-state expected behaviour
- Out of -class 'reset' area
- Enter in Integris
- Contact caregiver/s

## Step 4

I need some extra support, I need to speak to the Principal and reflect on my behaviour, to help me to get back to the classroom and the **Green Zone**

- Re-state expected behaviour
- Admin Intervention

# Appendix B: Circle of Courage Support Strategies pg. 1

Adapted from Circle of Courage Staff Self-Assessment doc, Starr Commonwealth 2021  
From John Della Barca, Coordinator Social Emotional Learning, Wheatbelt Education Region

## Belonging

Greet each student by name each day

Ask students what they want to be called

Strive to establish a positive relationship with every student (trust, connection, understanding) and assume each student is doing their best. e.g. 'You look tired today – is that why you haven't started your work? Or, 'Do you need a drink of water, a few minutes, some time to help you get started?' (Give them time to respond).

Have daily class meetings/community circle

Create collective agreements with your students for class meetings

Practice pro-social behaviours during class meetings (e.g. compliments, gratitude, and 'get to know you' prompts)

Practice 5:1 positive/negative interactions rule (Look for good in every situation, notice what is going right)

Offer specific verbal acknowledgement of students who are making another student(s) feel a sense of belonging

When a difficult behaviour arises, do your best to look beyond the behaviour to determine if the behaviour is a bid for connection (Respond to students' bids for connection within boundaries)

Use restorative practice strategies after negative interactions between self and student, or between students (You may need to wait until all parties are calm)

If a student has to leave the classroom to regain emotional stability, wholeheartedly welcome them back

Notice strengths in every student

Provide opportunities for students to work together in structured and unstructured groups each day

Role-model valuing diversity and acceptance and infuse this into curriculum (e.g. science, history, maths role models)

Identify students' interests and hobbies and find something you have in common with every student

Help students to see what they have in common with each other

Teach and practice social emotional skills

When a student is struggling to connect, use the 2:10 strategy (Have a 2 minute conversation for 10 days consecutively about something non-academic to build relationship)

Celebrate reaching goals collectively

Speak regularly about what belonging means to yourself and to the students in your class

Display posters in the classroom that promote belonging

Promote positive speech about students and their families with colleagues

Use gender neutral pronouns (e.g. they, them, everyone)

# Appendix B: Circle of Courage Support Strategies Pg. 2

Adapted from Circle of Courage Staff Self-Assessment doc, Starr Commonwealth 2021  
From John Della Barca, Coordinator Social Emotional Learning, Wheatbelt Education Region

## Mastery

Review classroom agreements regularly

Self-reflect and ask yourself: 'How am I treating my students, peers and parents – am I modelling the behaviour I want to see? (e.g. perseverance, calm, patience, generosity, empathy)

Ask yourself: 'Do all students understand the class agreements and have the capability/social skills to carry them out?'

When giving instructions, provide clearly-stated and specifically identified expectations

Repeat expectations frequently

Consistently offer students descriptive praise (i.e. specify the action/behaviour you are impressed with rather than just saying 'well done')

Consistently offer students opportunities for peer-to-peer feedback

Celebrate accomplishments collectively

Get to know all of your students' strengths and interests

Make sure everyone knows each other's strengths and expertise

Check in with all students frequently and offer individualised and specific feedback for each student

Promote a growth mindset by focussing on how much students have learned. Remind them of the power of the word 'yet' (e.g. maybe you aren't there yet, but you are making great progress)

## Generosity

Speak regularly to your class about what generosity means to all of us

Display posters in the classroom that support generosity

Offer specific verbal affirmation when other students are showing generosity to others

Offer classroom jobs to all students

Practice giving compliments during classroom meetings

End every community circle with appreciations

Create opportunities for students to help each other and showcase their strengths

Have students write notes or make cards to show appreciation to their families, school and wider community

Promote service learning projects. Let student's passions be the driver (e.g. love of animals – fundraising activity for RSPCA)

Teach and practice empathy exercises for self and others

Model kindness and generosity

When a student is struggling with a behaviour, offer them a suggestion to redirect their energy in a helpful way (e.g. if a student is struggling to stay in their seat, invite them to carry some books down to the library)

# Appendix B: Circle of Courage Support Strategies Pg. 3

Adapted from Circle of Courage Staff Self-Assessment doc, Starr Commonwealth 2021  
From John Della Barca, Coordinator Social Emotional Learning, Wheatbelt Education Region

## Independence

Frequently pause and check in with your own level of emotional regulation

Teach and practice mind body skills for emotional awareness and regulation every day to promote relaxation and access to coping skills (e.g. breathing and movement exercises, body scans, guided imagery, and mindfulness)

During classroom meetings, practice noticing and naming feelings with your students

Provide students with an opportunity to lead one another in emotional awareness and regulation practices

Give students choices regarding how to cope when they are having a bad day

Offer frequent opportunities for movement throughout each day (energisers, brain breaks)

Seek out additional proactive breaks for students who have more sensory needs

Attune yourself to a student's body language in order to get a sense of where they are at in terms of emotional regulation

Use affective statements and questions

Post and review classroom expectations daily

Provide students with a daily planner or goal sheet

Provide a written class agenda on the board daily

Give choices whenever possible

Include students in decision making

Include students in problem solving

Encourage students to take appropriate challenges

Assure students you are there to help and support them

Teach students about the impact of stress and trauma on the brain

Provide alternative seating

Provide an open option for a 'calm down' area in your classroom

## 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.

# Appendix C: CMS Support Strategies Pg. 2

From SSENBE: CMS Foundation Day 1 Workbook

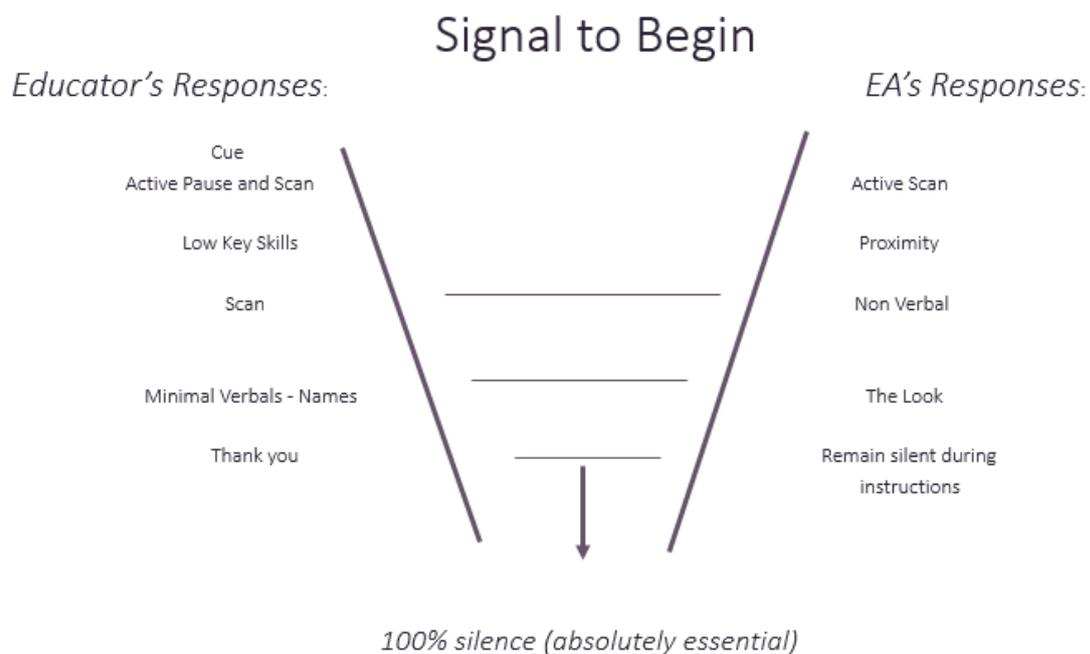
## Signal to Begin.

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.

WHEN → WHAT → WHO

## 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.

## Responding to Unproductive 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**

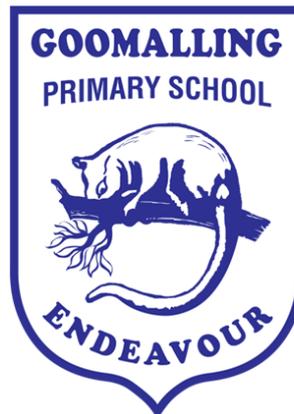
**Nuance:** Acknowledge positive behaviour as soon as it occurs to restore positive cohesion.

## Step 4 - Behaviour Referral Form

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_ Rm #: \_\_\_\_\_

Checklist (Completed by teacher)

- STEP 1: CMS Low-Key Responses
- STEP 2: In class 'reset'
- STEP 3: Out of class 'reset'



Reason for Referral (Completed by teacher)

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Teacher Name \_\_\_\_\_

Signed \_\_\_\_\_

**RESPECT**

**ACHIEVEMENT**

**RESILIENCE**

**ENDEAVOUR**