

## Positive Behaviour Support Policy



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## 1. Policy Statement

Our Positive Behaviour Support Policy should be read in conjunction with our College Code of Conduct, which describes the expected behaviour at Byford Secondary College. The following policies should also be read in partnership with this document:

- Department of Education Student Behaviour in Public Schools Policy (2023) WA
- School Education Act (1999) WA
- Student Health in Public Schools Policy
- BSC Good Standing Policy
- BSC Assessment Policy
- BSC Uniform Policy

Our Positive Behaviour Support Policy represents a whole school approach towards the achievement of a safe, orderly, inclusive, culturally responsive, trauma informed environment that enables students to fulfil their learning potential. We believe that to promote engagement in learning and to maximise the impact of classroom teaching, positive student behaviour is essential. The aim of this document is to provide a clear and transparent plan for the Byford Secondary College community that details how we are developing, embedding and sustaining a culture of positive student behaviour which in turn helps to engender high performance and high care, where students can maximise their learning potential and are encouraged to take responsibility for their own behaviour.

At Byford Secondary College, we want all students to feel a strong sense of purpose as learners while establishing a positive connection with the wider school community. Through a culture of unconditional positive regard, staff recognise, value and nurture students' unique strengths and talents, enabling them to develop positive and productive working relationships. We believe that everyone has the right to feel valued, safe and to experience a sense of belonging. All members of our college community share the responsibility for the maintenance of a harmonious environment where personal safety is paramount, and the Values and Expectations of our Western Australian Positive Behaviour Support Framework (WAPBS) are embedded.

Through the implementation of our WAPBS Framework, our expected behaviours are clearly defined, and staff provide regular feedback to students about students' behavioural progress. Our staff positively interact with students more frequently when they have engaged in appropriate behaviour than when the student is demonstrating unproductive behaviour. Through these and the other practices outlined in this policy, student academic and social engagement and achievement will be optimised and a positive and welcoming learning environment will be established.



## 2. Key Principles

- i. We embrace a whole school approach to Positive Behaviour Support.
- ii. All members of our school community have the right to feel safe while on school grounds and participating in school activities.
- iii. Diversity, cultural differences, and disability will be acknowledged and considered when responding to student behaviour.
- iv. Our response to student behaviour will be underpinned by whole school preventative and proactive strategies with a focus on early intervention and the provision of tiered support.
- v. All BSC staff are provided with professional learning opportunities to examine and consider evidence-based strategies for managing student behaviour.
- vi. Resiliency and well-being will be prioritised and promoted.
- vii. Restorative practices will be embedded, we place building and restoring relationships at the centre of decisions and actions related to responding to student behaviour.
- viii. Students will have a voice in decisions that affect them, and we will adhere to procedural fairness.
- ix. Unconditional positive regard will be afforded to all students irrespective of their behaviour.
- x. Consequences will be, fair, logical, proportionate and presented calmly with consideration of circumstances.
- xi. Every behaviour will be treated as an educative opportunity.

### 3. Rights and Responsibilities of students, staff and parents in supporting positive behaviours at Byford Secondary College.

Every student has the responsibility to:	Every student has the right to:
<ul style="list-style-type: none"> <li>• Be caring and considerate.</li> <li>• Support the rights of others to learn.</li> <li>• Know and follow their timetable.</li> <li>• Attend all classes ready to learn.</li> <li>• Be actively involved in all learning opportunities.</li> <li>• Follow the instructions of all staff.</li> <li>• Seek assistance from staff and report any issues.</li> <li>• Behave in a manner that ensures the safety of everyone, including themselves.</li> <li>• Take ownership of their own behaviour and act as a positive representative of our community.</li> <li>• Keep our college safe and clean.</li> <li>• Respect student, staff and school property.</li> <li>• Use all facilities appropriately.</li> <li>• Adhere to the college Code of Conduct and all relevant policies.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn without disruption.</li> <li>• Be treated courteously and respectfully.</li> <li>• Learn in a clean and safe environment.</li> <li>• Have their property respected.</li> <li>• Aspire to and achieve their best outcome.</li> <li>• Be proud of their achievements.</li> <li>• Feel safe at school.</li> <li>• Raise concerns and question procedural fairness.</li> <li>• Exist free from discrimination.</li> <li>• Be provided with career pathway options and education.</li> </ul>
Every staff member has the responsibility to:	Every staff member has the right to:
<ul style="list-style-type: none"> <li>• Demonstrate unconditional positive regard toward all colleagues, students, and their families.</li> <li>• Model the behaviour that is expected from students.</li> <li>• Provide and/or support appropriate, relevant, engaging and challenging educational programs.</li> <li>• Take reasonable steps to ensure students are welcomed, safe, and experience a sense of belonging.</li> <li>• Ensure students' unique strengths and talents are understood, valued, and nurtured.</li> <li>• Treat colleagues courteously and respectfully.</li> <li>• Contribute to a clean and sustainable environment.</li> <li>• Respect student, staff, and school property.</li> <li>• Take reasonable steps to ensure the safety of everyone, including themselves.</li> <li>• Explain, share and embed BSC's values, policies, Code of Conduct and procedures with students and colleagues.</li> <li>• Maintain appropriate record keeping, including attendance procedures and Compass entries in a timely manner.</li> <li>• Maintain consistent communication with parents/carers in relation to students' social and academic progress.</li> <li>• Adhere to the staff Code of Conduct.</li> <li>• Ensure that all instructions to students are fair and reasonable.</li> </ul>	<ul style="list-style-type: none"> <li>• Work without disruption.</li> <li>• Be treated courteously and respectfully by colleagues and students.</li> <li>• Work in a clean and safe environment.</li> <li>• Have their property respected.</li> <li>• Have the support of the whole school community.</li> <li>• Raise concerns and question procedural fairness.</li> <li>• Access appropriate professional learning in relation to student behaviour.</li> <li>• Feel safe at school.</li> <li>• Exist free from discrimination.</li> </ul>
Every parent has the responsibility to:	Every parent has the right to:
<ul style="list-style-type: none"> <li>• Work in collaboration with Byford Secondary College.</li> <li>• Treat staff and students positively and respectfully.</li> <li>• Monitor their child's progress and support their achievement.</li> <li>• Actively encourage and support their child to maintain 90% or more attendance.</li> <li>• Initiate contact with the appropriate staff member to discuss all issues related to their child.</li> <li>• Provide necessary equipment for their child to engage in their academic programs or inform the school if this is not possible.</li> <li>• Respond to any contact initiated by Byford Secondary College.</li> <li>• Support the College's values, policies and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Be treated courteously and respectfully.</li> <li>• Be regularly informed of their child's progress.</li> <li>• Expect their child to participate fully in their educational program.</li> <li>• Raise concerns and question procedural fairness.</li> <li>• Feel safe at school.</li> <li>• Exist free from discrimination.</li> </ul>

#### **4. Building a Culture of Positive Behaviour**

Byford Secondary College prioritises the maintenance of a calm, friendly and safe school environment for all members of our community. We take all reasonable steps to keep our college free from violence, aggression, discrimination and bullying. We embrace a whole school approach to social and emotional learning which focuses on enhancing our students' capacity to build and maintain positive relationships, regulate emotions, build resilience and make responsible decisions. Through the implementation of our WAPBS framework, we teach expected behaviours using the same methods as teaching academic skills, through modelling, practice and feedback. Unproductive behaviours are considered an educative opportunity and are responded to by utilising a consistent whole school approach. Common language is used to promote behaviour expectations, and a whole school reward system with a focus on 5:1, where five positive responses are provided for everyone one negative, encourages students to strive to meet these expectations.

##### **Byford Secondary College staff will:**

- Display and promote WAPBS Values and Expectations in classrooms and across the College.
- Engage in the systematic teaching, re-enforcement and rewarding of our expected behaviours and values.
- Utilise our BSC's Multi-Step Student Engagement Improvement Procedure when responding to persistent and consistent minor unproductive behaviour in the classroom.
- Approach responses to behaviour with a restorative, educative and collaborative lens.
- Utilise an effective class withdrawal system within Learning Areas, compliant with guidelines.
- Engage with Professional Learning opportunities that contribute to a culture of positive behaviour and guide responses to unproductive behaviour.
- Participate in the delivery of an evidence based whole school social and emotional learning program.
- Implement student incentives and our college reward systems (such as ROAR points.)
- Utilise the BSC Good Standing Policy to promote and encourage student success.
- Display unconditional positive regard to all students, staff and families.
- Prioritise the safety and wellbeing of all members of the school community.
- Demonstrate inclusive, trauma informed and culturally responsive teaching practices.

## 5. Restorative Approaches to Conflict

Byford Secondary College's responses to behaviour are founded on the pillars of reflection and restoration. Restorative approaches are ways of thinking and interacting that put relationships at the centre of all actions and decisions. They are empathic, responsive to need, view conflict as opportunities to learn and grow, and build a culture of positive behaviour which creates a sense of safety and community.

### **Byford Secondary College staff will:**

- View conflict as a learning opportunity for both staff and students by taking an educative and restorative perspective whenever an issue arises.
- Implement responses to behaviours of concern that are solution focussed and which seek to repair damaged relationships.
- Utilise a strength-based lens to identify preventative, proactive supports and logical consequences that are contextually relevant.
- Provide opportunity for student and family voice when responding to behaviours of concern.
- Grant unconditional positive regard to all students irrespective of their behaviour.
- Review the Aboriginal Cultural Standards Framework to guide what approaches are used to support and/or repair damaged relationships with Aboriginal students and/or their families.

## 6. Multi-Tiered Systems of Support

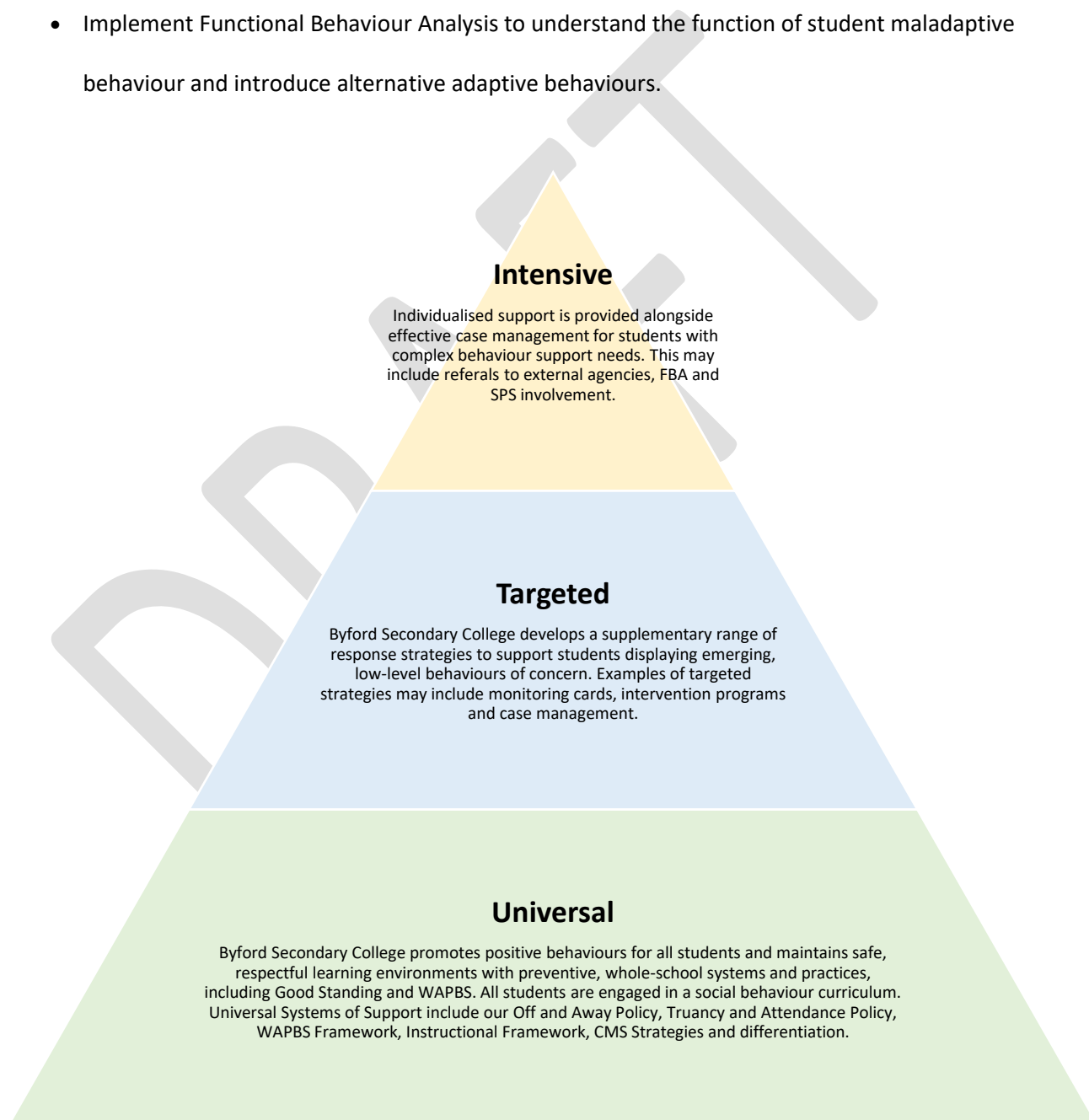
Byford Secondary College employs a multi-tiered system of support that holistically considers student needs to resource and monitor student achievement, engagement and wellbeing. We provide tiered and interconnected interventions so that students receive the appropriate level of support. Behaviour is examined through a functional behavioural lens which assists staff to understand motivation for behaviour and plan for the implementation of positive behaviour support. When universal interventions are not effective in improving student engagement, through our case management processes, the student services team will provide preventative and proactive strategies to identified students and monitor the success of these strategies.

### **All Byford Secondary College staff will:**

- Support students to take personal responsibility and accountability for their behaviour.
- Employ collaborative problem solving when responding to behaviours of shared concern.
- Implement Universal and Targeted systems of support, as well as associated policies and guidelines.
- Engage with parents and key stakeholders in the provision of behaviour support for individual students.

## Byford Secondary College Student Services and Executive staff will:

- Regularly review a range of qualitative and quantitative school-level and system data to identify and respond to emerging trends.
- Confirm through data analysis that BSC behaviour support approaches are not disproportionately impacting particular student cohorts – e.g. Aboriginal students or students with disability.
- Implement Functional Behaviour Analysis to understand the function of student maladaptive behaviour and introduce alternative adaptive behaviours.





## **7. Responding to Students with Complex Needs**

Students with complex needs are those who require a high level of coordinated personalised support due to multiple challenges, e.g mental health, physical health, disability, poverty, trauma or homelessness etc. At Byford Secondary College, we use a multi-tiered system of support to identify and plan for students with complex behaviour support needs and utilise effective case management to respond to these needs.

### **All Byford Secondary College staff will:**

- Develop and apply universal and targeted supports for students to facilitate a safe and orderly learning environment and increase student engagement, achievement, and wellbeing.
- Plan and implement reasonable adjustments to support, teach and reinforce positive behaviours for all students, including students with complex needs.
- Ensure students are not discriminated against based on behaviour which is a manifestation of complex needs.
- Incorporate culturally responsive and trauma informed approaches that consider the social, cultural and historical contexts that impact the student.
- Apply intensive supports for students when provided to maintain whole-school consistency of practice.

### **Byford Secondary College Student Services and Executive staff will:**

- Explore possible circumstantial factors impacting on student behaviour and apply functional behaviour analysis to identify possible functions of student behaviour.
- Ascertain the presence of student risk factors.
- Identify student needs and develop documented plans, seeking input from students, parents, external agencies, and other relevant stakeholders.
- Seek available regional and system-level specialist services and supports as required.

## **8. Record Management at Byford Secondary College**

At Byford Secondary College, relevant staff retain records related to behaviour in accordance with legislative and business regulations for recordkeeping (State Records Act 2000) This includes the management and archiving of records at the school, including all documentation regarding:

- Case Management, consultation and intervention strategies.
- Documented plans including behaviour support and risk management strategies.
- Incidents that occur which impact students.

**All Byford Secondary College staff will:**

- Complete the required records management training.
- Comply with Records Management Procedures.
- Utilise school wide record keeping platforms (including Compass, WACE tracker and SIS) to share and record information relating to responses to student behaviour and the implementation of consequences and rewards.

## **9. Fostering Positive Relationships with Parents and Students**

Byford Secondary College fosters positive relationships with parents and students through regular communication to create connection and belonging for young people, and to build a positive culture in our school community.

**Staff at Byford Secondary College will:**

- Regularly engage with parents and key stakeholders in the provision of social, academic, well-being and behaviour support for individual students.
- Provide timely feedback on assessments and progress.
- Utilise Connect and Compass to maintain effective communication with parents.
- Maintain relevant records.
- Engage with professional learning related to improving communication with parents.
- Seek support from relevant leaders to resolve conflict when it arises with parents and other members of our community.
- Engage with parents through the multi-step engagement improvement engagements procedure and meetings when persistent minor behaviour requires this intervention. This includes attendance at each meeting throughout the six stages and the effective record keeping and progress reporting relating to this procedure.

## **10. Responding to Behaviours of Concern**

Through the implementation of our WAPBS Framework we utilise a strength-based lens to identify preventative, proactive strategies, and logical responses to behaviours of concern that are contextually relevant. When considering responses to behaviour, Byford Secondary College staff understand it is the certainty, not severity, of the consequence that is important. Consequences should be presented calmly without emotion or blame, be educative and, where possible, discussed in advance. The delivery of consequences should take into consideration the best interests of the child in relation to their current circumstances and the aspects of time, place and space of delivery.

**All Byford Secondary College staff will:**

- Implement responses to behaviours of concern that are solution focused and which seek to repair damaged relationships through the embedding of a restorative mindset.
- Apply procedural fairness to decision making, ensuring responses to behaviour are fair, proportionate, and logical.
- Provide opportunity for student and family voice when enacting consequences for minor behaviours.
- Use collaborative problem solving when responding to behaviours of shared concern.
- Promote personal responsibility and accountability for behaviour across the school community.
- Facilitate students to actively reflect on their actions and decisions through whole school processes.
- Approach behaviour with a trauma informed and culturally responsive lens.
- Take all reasonable steps, including consultation, to ensure that the behaviour was not a symptom or manifestation of the student's disability before responding to behaviours of concern.
- Ensure appropriate record keeping is maintained.

**Byford Secondary College Student Services and Executive staff will:**

- Provide opportunity for student and family voice when enacting suspensions and other consequences for major behaviours.
- Consult with relevant internal support staff and external agencies regarding the case management of the student where relevant.
- Ensure restorative conversations are scheduled to facilitate the restoration of relationships which may have been impacted because of a major behaviour.