PALMYRA PRIMARY SCHOOL

BEHAVIOUR SUPPORT GUIDELINE 2024

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OUR BELIEFS

The Palmyra School Community believes:

- every behaviour is a student trying to communicate a need
- behaviours are linked to developmental stages and can be learned and adapted
- behaviour should be managed using a whole-school approach
- positive behaviour should be recognised
- consistently high expectations and positive teacher student relationships will lead to positive behaviour outcomes

TERMINOLOGY

Behaviours of concern, unproductive behaviours, inappropriate behaviours are preferred terminology.

Community – Parents, Carers, Students, Staff

Extraneous Load – Distraction from intended learning (e.g., Someone talking while you are trying to read).

Maladaptive Behaviours – Behaviours that interfere with a student's learning or ability to adjust to and participate in their learning environment.

Mentors – Support people

EA – Education Assistant

SIS – Student Information System (school database), also called Integris

SOUND ADAPTIVE BEHAVIOURS

Adaptive behaviours include real-life, age-appropriate skills such as grooming, getting dressed, avoiding danger, safe food handling, managing money and cleaning. In a school setting they include following school rules and expectations, making friends and practicing age-appropriate social skills, the ability to work / access programs, and take personal responsibility. A student with sound adaptive behaviours is flexible and willing to adapt according to the situation, at an age-appropriate level.

At school, adaptive behaviour includes but is not limited to the following skills:

- Follows the teacher's instructions
- Participates in classroom activities and programs
- Respects self, others, and property
- Follows safety rules, procedures, and instructions
- Uses classroom/playground equipment safely following instructions
- Responds appropriately following social skills instruction, i.e., turn taking, sharing, respecting personal space
- Handles changes in routine or minor disappointments without getting too upset
- Transitions appropriately from one activity to another
- Settles following parent separation with reasonable age-related support

Students who are not accessing the program due to their maladaptive behaviours will be provided Tier 2 and/or 3 supports and interventions, with parents, Administration and School Psychologist included in the support process, additional to class staff.
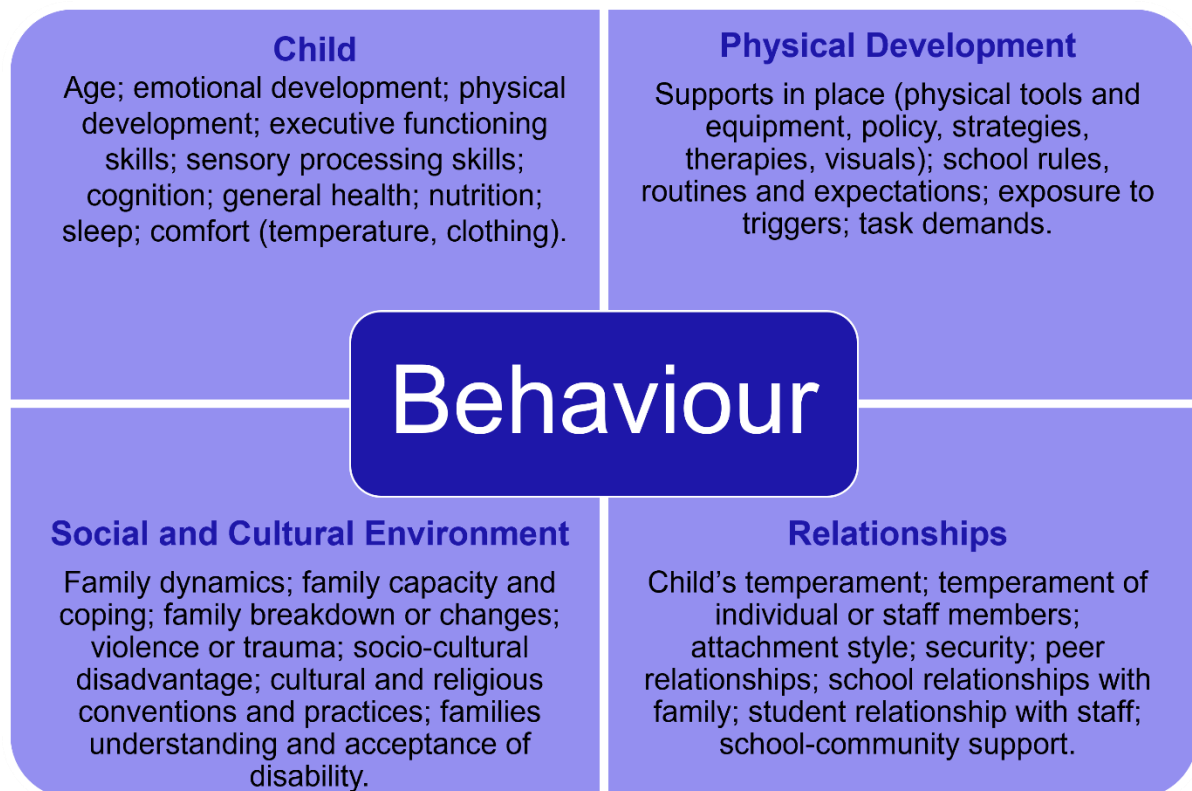
FUNCTION OF BEHAVIOUR

All behaviour occurs for a reason. This reason is the function of the behaviour (FBA) and can fall into four categories, or reasons for the behaviour.

1. Sensory stimulation

2. Escape or avoidance

3. Attention

4. Tangible item or activity

When we better understand the reason for an unproductive behaviour, we are better able to find ways to support students to demonstrate expected behaviours. Functional Behaviour Assessments are tools that can be used to determine the function/s of a behaviour and then enable selection of the most appropriate reinforcer as a support. (See Appendix A for more information on Functions of Behaviour).

DEVELOPMENTAL NEEDS AND BEHAVIOUR

Child
Age; emotional development; physical development; executive functioning skills; sensory processing skills; cognition; general health; nutrition; sleep; comfort (temperature, clothing).

Physical Development
Supports in place (physical tools and equipment, policy, strategies, therapies, visuals); school rules, routines and expectations; exposure to triggers; task demands.

Behaviour

Social and Cultural Environment
Family dynamics; family capacity and coping; family breakdown or changes; violence or trauma; socio-cultural disadvantage; cultural and religious conventions and practices; families understanding and acceptance of disability.

Relationships
Child's temperament; temperament of individual or staff members; attachment style; security; peer relationships; school relationships with family; student relationship with staff; school-community support.

Children who present with complex behaviour support needs (Tier 2/3) often have unmet needs across one or more areas of their life. When providing behaviour support for a child, all aspects of a child and their environments need to be considered. To understand the multi-level nature of complex support needs, the broader context needs to be considered.

For example, a child may present as restless, fidgety, and distracted during class, however this may be due to poor postural stability impacting their ability to maintain an upright position and the child's attention is mostly focused on attempting to maintain a position. With appropriate tools and strategies in place at home and in school, in addition to accessing therapies, the behaviour will likely improve.

An example of multi-level complex support needs is a child who is disengaged, defiant and non-compliant in class. When the broader context is reviewed, the behaviour may be due to a combination of socio-cultural factors (i.e., family dynamics), relationships with staff and peers at school, and personal factors (i.e., nutrition (e.g., hunger), sleep, sensory processing skills, developmental delay etc). Teaching staff and Allied Health Professionals working with the child need to understand what the behaviour looks like, when it occurs, and the function of the behaviour in order to identify the necessary supports.

OUR SCHOOL VALUES

At Palmyra Primary School, students are taught our three core values, with the aim of helping shape and build the skills of students to be confident, self-disciplined, and considerate community members. Our Values form the basis for our Expected Behaviours.

Be Responsible	• We make the right decisions and choices, even when others are not watching. • We are aware of how behaviours impact others / environment. • We are accountable for our words and actions.
Be Respectful	• We value and accept similarities and differences. • We care for our school environment on Whadjuk boodja. • We demonstrate expected behaviours.
Be Your Best	• We put 100% effort into all we do. • We set high expectations for ourselves. • We show resilience and optimism.

RIGHTS

ALL MEMBERS OF THE COMMUNITY HAVE THE RIGHT TO:

- feel valued, heard, respected, and to have a sense of belonging
- teach and learn in a safe, supportive, and inclusive environment
- privacy
- a shared understanding about how behaviour is supported.

EXPECTED BEHAVIOURS

For the rights of the community to be upheld, standards need to be understood and met. These standards are aligned to our School Values and are expressed through Expected Behaviours. Teachers will use the Expected Behaviours matrix to discuss and develop with the class examples of expected behaviours, then reinforce, provide feedback and opportunities for practise. The Expected Behaviours Matrix will be displayed in all classes. Expected behaviours will be regularly adjusted to need, year or developmental level.

An example of an Expected Behaviours Matrix:

Where	Be Respectful	Be Responsible	Be Your Best
In the classroom At the playground Around the school	We will do what the teacher says the first time. We will keep our hands and feet to ourselves. We will look after the school's property. We will be courteous.	We will show kindness through our words and actions. Do the right thing, even when others are not watching.	We will always try our best. We will always have a go and persevere, even if it is difficult. We set ourselves goals and strive to meet them.

SUPPORTS FOR EXPECTED BEHAVIOURS

Palmyra Primary School provides positive and proactive supports for expected behaviours within a multi-tiered approach.

PROACTIVE AND PREVENTATIVE STRATEGIES

Through careful planning, positive relationships, appropriate language and effective teaching, every student is provided support to learn and maintain expected behaviours.

Programs

- Targeting learning / differentiation
- You Can Do It
- Protective Behaviours
- Teaching social skills
- Teaching conflict resolution
- Movement and brain breaks
- Crunch & Sip
- Manage cognitive load
- Engagement strategies to encourage maximum participation

Rewards and Motivators

- Consistent rewards across the school (Appendix B)

- o Faction tokens for classroom and playground use
- o Honour Certificates – one per child per year
- o Letter of commendation at teacher discretion
- Classroom rewards aligned to class context and interest, ever changing.
- Individual motivators as required. Know the student's currency.
- Individualised rewards are linked to the student's "currency".
- Feedback is targeted and timely focused on expected behaviour.

Environment and Classroom Organisation

- Provide a safe environment
- Positive Behaviour Support (PBS) matrix displayed, discussed, understood, referred to, reviewed, and adjusted, regularly as a class (e.g., weekly)
- School values displayed, discussed, understood, referred to regularly.
- Consistent routines and procedures for learning
- Consistent routines are regularly pre-corrected/ prompted (e.g., go to toilet before class)
- Visual timetables
- Organisation of spaces (calm space/ active spaces / clean spaces)
- Systems of organisation (e.g., book collection; transitions)
- Seating plans
- Welcoming environment
- Transitions around school are calm, orderly, and supervised as required
- Staff prepared for each session
- Learning starts promptly
- Sufficient activity options in class and playground
- Ensuring distractions causing extraneous load are kept at a minimum

Values and Expected Behaviours

- Teaching understanding of code switching (language, environment, people, online)
- Consistent expectations for expected behaviours and
- Consistent approach to supporting behaviours
- High expectations of behaviours
- Valuing students: voice, culture, identity
- Matching expectations to student development

Language

- Refer to values when discussing behaviours
- Common language
- Positively phrased language e.g. says 'Walk' rather than 'Don't run!' (Focus on the expected behaviour)

Training

- Ensure staff capacity for positive behaviour support by attending professional learning
- Culturally appropriate responses
- Trauma Informed Practice
- Protective Behaviours

Care / Responsibility

- Build relationships
- Understand what is going on for the child
- Supporting children to build relationships
- Ensure a sense of belonging
- Target problem areas in playground
- Firm and fair

Communication

- Parent awareness of behaviour supports through newsletters / Connect
- Behaviour Expectation discussions in class and once a term assembly
- Values focus at assembly
- Consequences clear to community
- Staff share understanding of specific student supports (e.g. Specialist/EA/Admin

TIER ONE - UNIVERSAL SUPPORTS

Students demonstrate expected behaviours most of the time and respond and adapt their behaviour to proactive and preventative strategies and /or Tier 1 supports. Students might occasionally demonstrate unproductive behaviours, for example they may become distracted, display task avoidance, fidget or not meet behavioural expectations, without significantly impacting learning of others or themselves. Students self-regulate and respond to Tier 1 supports.

Examples of Tier One Supports

Application of Proactive and Preventative supports, plus the following:

- Low key responses – proximity, verbal, non-verbal
- Focus on the positive behaviour in the classroom (corrective feedback to influential peer demonstrating the positive behaviour)
- Smart ignoring
- Praise and positive verbal incentives
- Visiting or showing work to admin or buddy class
- PBS Matrix – reminders
- Charts (visual reminders)

- o Referring to visual cues in the room
- Scaffolding everyday instructions
- Seating adjustments – relocation of students
- Acknowledging feelings – teacher and student
- Teaching conflict resolution – 'Think-alouds' and modelling how to resolve conflict.
- Pre-correction – reminding the students of the expected behaviour before it occurs.
- Explicit teaching behavioural expectations
- Scaffolding
- Tone of voice – calm and clear
- Wait time – giving children time to respond.
- Calm space/brain break/activity – at point of need
- Limit or reduce teacher language if required
- Forced choices – limiting the choice of tasks to two tasks only
- Corrective feedback – e.g., "Remember to put your hand up." "Please walk on the verandah"
- Bump Strategy 1-4 (PBS)

TIER TWO – FOCUSED INTERVENTIONS

Students requiring Tier 2 support are not responding to Proactive and Preventative and/or Tier 1 supports. The student frequently does not demonstrate expected behaviours, impacting the learning and/or rights of others and themselves. Unproductive behaviours are more persistent and /or reoccurring and the student does not always adapt their behaviours to meet expectations. Support strategies are selected to address the specific behaviours.

Examples of Tier Two Supports

- Individualised visual timetable
- Individualised behaviour goals
- Mentors
- Sensory tools – wobble chair/cushion, fidget toys/weighted mats/jacket
- Individualised seating Flexible seating/standing seat – strategic placement (seating plan)
- Time reminders – visual timers
- Behaviour targeted role play
- Individualised stamp/reward chart
- Visual First and then/forced choice
- Individualised social stories
- Directed calming time

- Scripted responses
- Targeted skills teaching in small group e.g., Social Skills
- Student conversation with Deputy
- Teacher conversation with Deputy / Psychologist (deidentified)
- Contracts
- EA one-on-one on the mat during explicit teaching or more difficult tasks
- Regular parent communication
- Case Conferences (parents)
- Emotional regulation supports
- Counselling and guidance support
- Individual Behaviour Support Plan (IBSP) (appendix I)

TIER THREE – INTENSIVE INTERVENTIONS

Students requiring Tier 3 supports display persistent, re-occurring unproductive behaviours that impact on the rights of others and their own ability to engage in learning and/ or play. Students have not responded to a range of Tier 2 supports, and require ongoing, daily, specific, individualised behaviour supports, plans and interventions.

Behaviours may include:

- Violent, aggressive, or threatening behaviours
- Non-compliance to staff direction
- Actions that impact safety

Examples of Tier Three Supports

- Individual Behaviour Support Plan (IBSP) (Appendix C)
- Regular review meetings to evaluate effectiveness of interventions and goals that have been set. (Staff only)
- Individualised supported learning
- Scripted responses
- Reduced program
- Escalation profile and Behaviour Response Plan (Appendix D)
- Recording and tracking of behaviour (Appendix E)
- Risk Management Plan (Appendix F)
- Functional Behaviour Assessment (as a part of an IBSP)
- Regular Case Conferences (all stakeholders)
- Disciplinary consequences
- Individualised transition support plan (new class / school)
- Referral to and ongoing communication with external services.
  - Child Development Centre
  - School Nurse

- o School Psychologist
- o School of Special Educational Needs: Disability / Behaviour & Engagement (SSEN:D, SSEN:BE)
- o Child and Adolescent Mental Health Service (CAMHS)
- o Paediatrician
- o Psychiatrist
- o Positive Parenting Program
- o Social supports for families
- • Reports and checklists for external agencies
- • Support for staff: Professional Learning, Coaching, Shared Responsibility, PeopleSense

CONSEQUENCES

Most students will be capable of meeting established behaviour expectations that are clear, explicitly taught and practised. When students do not respond to supports for expected behaviours, procedures to discourage the unproductive behaviour may be accessed. Unproductive behaviours and specific responses to minor and major behavioural infractions are defined on the following continuum. Refer to the Behaviour Response Chart (Appendix G) for process.

Natural Consequence: A natural consequence is something that occurs as a logical, reasonable outcome of a particular behaviour. Natural consequences are pedagogically oriented. Their goal is to help students learn that their behaviour has an impact on themselves, others, and their environments. (See Appendix H for examples.)

Tier One

- • Natural Consequences – e.g. tidy up own mess made
- • Individual / whole class practising of expected behaviour
- • Reminder of expected behaviour
- • Low key reprimand of unproductive behaviour.
- • Reminder of more serious consequences
- • Private discussion with student about expected behaviour
- • Transfer to Alternate Placement (TAP) from learning or play where the behaviour has impacted the learning or rights of others

Tier Two

- • Behavioural contract
- • Behavioural reflection sheet (Appendix I)
- • Detention
- • Withdrawal
- • Facilitated Restorative Conversation

Tier Three

•   Loss of Privilege / Good Standing
•   Withdrawal
•   Detention
•   Suspension (up to 15 school days)
•   Exclusion: (Applied under consultation with Department Director)
•   Facilitated Restorative Conversation

Consequences recorded on Integris (SIS)

See appendix J for Integris behaviour entry form.

Actions on Integris	Definition	Reasons	Process
Buddy class	Temporary Alternate Placement (TAP)	For example, repeats of minor, T1 behaviours	• Several verbal reminders have been given • No longer than 20 minutes • Counselling upon return
Detention	Loss of break time (recess and/or lunch) Supervised	For example, • TAP alternative. • Non-compliance in class • Teacher discretion • Multiple (3) playground minor behaviours	• Complete the behaviour slip and send to office • Office enters in Integris and returns to class teacher • Reflection sheet if appropriate • Counselling • Parents are informed using detention slip (Appendix K)
Loss of privilege	Loss of Good Standing and extracurricular activities	• Not meeting behavioural expectations consistently. • Gross misconduct.	• At discretion of Principal • Communication with parents/caregivers • Behaviour-support plan • Counselling
Not specified	Category not in use at Palmyra Primary School		
Other			• At discretion of Principal
Reprimand	Counselling of students	When behaviour support conversations are required with no ongoing further actions.	• Deputies and Principal to enter on Integris for office-level counselling.
Restorative justice	Restorative Practice supported conversations	When two or more students require a mediation to restore a broken relationship and repair harm because of their actions	• Recorded on Integris if the problem has been referred to the Deputies and/or Principal. • Parents may be informed and / or involved

Suspension	Whole or partial days of suspension from attendance at school for breaches of the School Behaviour Guidelines and Department policy	Breach or serious breach of school behaviour guidelines e.g. • Physical aggression towards staff or students • Abuse, threats, harassment or intimidation of staff or students • Damage to or theft of property • Possession, use or supply of illegal substances or objects • E-breaches • Violation of code of conduct or school rules	• At Principal's discretion. • Contact the parent and communicate the intended suspension and the number of days. • Enter on Integris and print the suspension letter. • Provide letter to parent. • Arrange suspension re-entry meeting • Prepare Re-entry Plan (Appendix L) • Re-entry meeting Part A with Student and Parent • Re-entry meeting Part B with parent alone. • Provide plan to staff and student
Withdrawal	Student is removed from the classroom but remains at school for no more than five consecutive sessions.	Suspension not effective Work refusal Support strategy Ongoing, disruptive and/or disrespectful T2/T3 behaviours Awaiting suspension	• At discretion of Principal • Contact office for support • Deputy or Principal to enter on Integris • Separate break times may be applicable • Parent contacted

RESTORATIVE APPROACHES

Restorative approaches are a way of thinking and interacting that puts relationships at the centre of all actions and decisions. Restorative approaches are empathic, responsive to need, view conflict as opportunities to learn and grow, and build accountability for actions and processes to repair harm. They contribute to a culture of positive behaviour and safety.

At Palmyra Primary School, staff:

- use collaborative problem-solving to respond to behaviours of shared concern
- promote personal responsibility and accountability for behaviour across the school community
- implement solution-focused responses to behaviour, which seek to repair damaged relationships
- develop empathy
- reinforce self-regulation

Includes:

- Knee to knee
- Teacher / Deputy facilitated conversations
- Deputy facilitated conversation, including parents

BULLYING

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium, and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

There 4 main types of bullying behaviour:

- **Physical** – examples include hitting, pushing, shoving, intimidating, or otherwise physically hurting another person, damaging, or stealing their belongings. It includes threats of violence.
- **Verbal/written** – examples include name-calling or insulting someone about an attribute, quality, or personal characteristic
- **Social** (sometimes called relational or emotional bullying) – examples include deliberately excluding someone, spreading rumours, sharing information that will have a harmful effect on the other person and/or damaging a person's social reputation or social acceptance
- **Cyberbullying** – any form of bullying behaviour that occurs online or via a mobile device.

At Palmyra Primary School, students identified as demonstrating bullying behaviours will be provided Tiered supports and consequences to establish and maintain expected behaviours.

GOOD STANDING

Good Standing refers to the exemplary conduct and attitude expected from all students. It means consistently adhering to our school's values and expected behaviours. The process of maintaining good standing involves actively participating in classroom activities, treating others with kindness and respect, listening attentively

to teachers and peers, completing assigned tasks responsibly and on time, adhering to the Dress Code, and demonstrating good manners and self-discipline.

Students who consistently display expected behaviours are in Good Standing, and will be recognised and rewarded for their efforts with the extra-curricular days at school, helping to create a positive school culture.

When a student's behaviour and conduct consistently fall short of expected behaviours, despite support including parent meetings, or for a serious breach of expected behaviour, the principal may enact a student's loss of Good Standing.

Consequences of loss of good standing

Students without Good Standing will not participate in any extra-curricular activities for 5 weeks or until the student is demonstrating expected behaviours. In exceptional circumstances, the Principal may choose to exclude students from participating in co-curricular activities. Alternative arrangements will be made to ensure students receive the learning required.

Co-curricular activities are learning experiences that take place outside of the classroom but are still tied to the classroom curriculum.

Extra-curricular activities are privileges that enhance the school experience including:

- Social Events
- End of year excursions
- School representation at competitions and carnivals
- Camps
- School fun days & fund-raisers

NOTIFICATION

The student and parents/carers will be notified verbally and in writing of loss of Good Standing.

APPEAL

Students are given the opportunity to appeal their loss of Good Standing and in exceptional circumstances this will be considered by the Principal. A Loss of Good Standing Appeal Form (Appendix M) is submitted for review.

Restoration of Good Standing

We need to include this – here are some examples:

Students will regain their good standing after negotiation with the Leadership team on a case-by-case basis.

Students will regain their good standing when they demonstrated the school values consistently for 3 weeks or at the discretion of the Principal.

MINISTER'S STATEMENT ON SCHOOL VIOLENCE

Palmyra Primary School implements the Minister's Action Plan: 'Standing together against violence'.

Standing together against violence (education.wa.edu.au)

PARENT COMMUNICATION

Tier 1 supports are provided as a component of the learning program. Parents may be advised by informal communication, by phone or using written communication, however this is generally not necessary when the student has responded positively to the support.

When students are provided Tier 2 or 3 supports, staff and parents work collaboratively to determine and implement a range of strategies to support the child to demonstrate expected behaviours. Strategies and meetings will be documented, with copies provided to parents. Parents will be asked to provide permissions to further support services such as Chaplain or School Psychologist, and communication permissions to external services that they may have engaged.

Parents will be informed by phone, and/or formal letter when Tier 2 or 3 consequences are provided. Student Reflection Sheets will be sent home if determined an appropriate support for the student. Tier 2 and 3 behavioural incidences are recorded on the School Information System (SIS).

RESPONSIBILITIES AND PROCEDURES

Teachers / Education Assistants

- Provide supports as per the Behaviour Support Plan
- Implement Behaviour Support Plans
- Read student file for information
- Discuss behaviours with Deputy
- Consult with school support services and implement recommendations – Deputy/ School Psychologist
- Collaboratively develop and regularly review Individual Behaviour Support Plans (IBSP) and strategies (Appendix C)
    - Progress review - weekly / fortnightly meeting with staff using Progress Review Template (Appendix P)
    - Case Conference for regular meeting with all stakeholders (Appendix N)
- Provide Handover information of strategies trialled to next class.
- Playground reporting of behaviours – Office or class teacher (Appendix O)
- Classroom reporting of behaviours – (Appendix T)

Incidents

- Discuss incident with Deputy
- Communicate the incident with the parent or caregiver on day of incident (Teacher)
- Record parent communication on behaviour record Integris (Teacher)

Deputy/Principal

- Guide and support staff to ensure implementation of whole school Proactive and Preventative strategies and supports at each tier.
- Work collaboratively with class staff to support students requiring Tier 2 supports.
  - o Support staff in the development, implementation, monitoring and reporting of an IBSP
- Coordinate Tier 3 supports, with parental and staff collaboration.
  - o Support staff in the development, implementation, monitoring and reporting of an IBSP
  - o Referral of student to School Psychologist.
  - o Referral of student to outside agencies – CAHMS, SSEN:BE, Paediatrician
  - o Mitigate risk through the development and implementation of Risk Management Plans which is to be provided to Principal (Appendix F)
  - o Assess the level of risk and record on the School Risk Management Plan
  - o Coordinate and manage regular case conferences with relevant team members
    - ▪ Progress review - weekly/fortnightly meeting with staff (Appendix P)
    - ▪ Case Conference - regular meeting with all stakeholders (Appendix N)
- Determine and implement appropriate Tier 2/3 consequences, including formal parental communication.
- Formal letters for detention, suspension to be stored on student file.
- Advise Principal and report Critical Incidents using the Online Incident Notification System (OINS) on IKON. (Provide copy to MCS (Managers Corporate Services) for electronic storage)

School Psychologist

- Prioritise caseload to students requiring Tier 3 supports.
- Provide general consultation for behaviour support.
- Provide recommendations for resources, including monitoring tools
- Seek parental consent for individual case support.

- Assist in the development, implementation, monitoring, review and reporting of IBSPs (Individual Behaviour Support Plan).
- Liaise with relevant agencies to obtain information on student.
- Support transition processes as required (into Palmyra Primary School, within Palmyra Primary School and exiting from Palmyra Primary School)

Families

- Collaborate with staff to support student learning and behaviour.
- Access relevant agencies upon recommendation of the school to obtain information on student.
- Provide up to date information pertaining to the student.
- Implement recommended strategies at home to support the IBSP.

Student:

- Demonstrate expected behaviours
- Demonstrate school values

REFERRAL TO SCHOOL AND EXTERNAL SERVICES

1. **Teachers conduct their own review of the supports they have provided.**

   - Proactive and preventative strategies are provided.
   - Tier 1 supports provided.
   - Tier 2 supports have been discussed with Deputy and provided to student.
   - Staff have worked collaboratively on Tier 2 supports with regular reviews – (Appendix P)
   - Individual Behaviour Support Plan developed, implemented, reviewed with class staff.
   - Anecdotal notes, behaviour tracking, behaviour records completed (Appendix Q)

2. **Teacher and Deputy discuss referral**

   - Collect and review behaviour supports and data.
   - Determine appropriate referral – What is the intended outcome of referral?
     - School Services Referral *(go to 3)*
     - External Services Referral *(go to 4)*
   - Discuss proposed referral with parents.

3. School Services Referral: School Psychologist

(Services are provided to students not demonstrating expected behaviours at school. Parents may be directed by Deputy to supports/ services for difficulties they are experiencing at home.)

- Teacher and SAER Deputy complete Referral Form (Appendix R)
- School Psychologist determines capacity to deliver service
- If low service capacity, referral is presented to Admin for triage.
- Referral proceeds
- Deputy arranges meeting with staff and parents to obtain permissions for service delivery.
- Services engaged; intervention/ supports/ data collections agreed upon, documented, and provided.
- Service and strategies on maximum 6 weekly review.
- Referral to external services may be recommended.

4. External Services – Paediatrician, Occupational Therapist, CAHMS, SSEN:BE, SSEN:D

- Discuss and advise parents of relevant services and pathways for referral.
  - Referral through GP to private or public services – parent initiated.
  - Child Development Service (CDS) referral through school (Appendix S)
  - Online application for services – CAHMS, SSEN:BE, SSEN:D
- Deputy and teacher to complete referral and provide copy to office and parent/carer.
- Provide parent support to access services – E.g., lists of availability, no service provider recommendations.
- Supply external service provider/s information as requested. E.g. Complete checklists.
- Seek permissions from parents to access external service provider information relevant to student.

Version: **Effective Date:**

Palmyra Primary School Positive Student Behaviour Guidelines are guided by

Student Behaviour in Public Schools Policy

Standing together against violence

APPENDICES

	Document	Who	Purpose	Storage
A	Four Functions of Behaviour Summary	All	Understanding	N/A
B	Whole School Rewards and Motivators	Teachers	Rewards and motivators	N/A
C	Individual Behaviour Support Plan (IBSP) Template	Teacher with Deputy	Tier 3 Behaviour Support	• SAER File/Student File • Handover • Parent/Caregiver
D	Escalation Profile and Behaviour Response Plan	Teacher with Deputy	Tier 3 Support for escalations	• SAER File/Student File • Handover • Parent/Caregiver
E	Behaviour Tracking Sheet	Teacher	Track Tier 2 Behaviours	• Student file
F	Risk Management Plan Template	Teacher with Deputy	Risk management	• SAER File/Student File • Handover • Parent/Caregiver
G	Behaviour Response Chart	Teacher	Understanding	N/A
H	Natural Consequences	Teacher	Understanding	N/A
I	Reflection Sheet	Student	Reflection on behaviour – only to be used if student understands purpose	• Student file • Record on SIS
J	Integris (SIS) Behaviour Entry Form	Teacher & office staff	Teacher completes and hands into office for data entry onto Integris	• Office
K	Notification of Detention to Parents/Caregivers	Deputy/Principal	Notification of detention for ALL detentions	• Parent
L	Re-entry Plan	Deputy/Principal	To support students to re-enter the school post suspension	• Student File • Parent/Caregiver • Classroom
M	Loss of Good Standing Appeal Form	Parent	Appeal a loss of good standing	• Student file
N	Case Conference Template	Deputy/Principal	Record case conferences	• SAER File/Student File • Classroom teacher • Parent/Caregiver
O	Playground Behaviour Slip	Teachers	Record behaviours on duty	• Classroom teacher • Deputies
P	Behaviour Progress Review Template	Teachers	A record of regular review meetings for	• SAER File/Student File • Classroom teacher

				students on IBSPs	
Q	Tier 2 Supports Checklist for Teachers	Teachers	Tracking what kinds of T2 supports you have been using	• Student file
R	School Psychologist Referral Form	Deputy with Teacher	Referral to SP services	• SAER File/Student File • School Psychologist
S	Child Development Services (CDS) Referral Form	Classroom teacher with Deputy	Referral to CDS services such as OT or Paediatrician	• SAER File/Student File • CDS
T	Classroom Behaviour Slip	Teachers or EAs with Teacher	Reporting of classroom behaviours to Admin	• Student File

A: FUNCTIONS OF BEHAVIOUR SUMMARY

FOUR FUNCTIONS OF BEHAVIOUR SUMMARY

Function of Behaviour	When does this occur?	What does this provide the student?	How do you respond?
Sensory stimulation	This can happen at any time, often when over stimulated. This can occur when a child is seeking sensory stimulation or avoiding sensory stimulation.	Provides the student with a preferred sensory experience or limits undesirable sensory input. NB: This can sometimes look like escape or avoidance, but the student is really avoiding a sensory stimulation.	• Where possible teach functional or appropriate replacement behaviour, to meet sensory input or reduce sensory overload.
Escape/ avoidance	This usually occurs when there is an unfavourable situation that the student does not want to participate in or when the student predicts an undesirable outcome for themselves.	By avoiding or escaping the student can remove themselves away from undesirable activities, expectations, situations, or interactions.	• Teach the First/Then strategy to decrease avoidance. • Break down large tasks into smaller goals. Provide frequent brain breaks. • Use a visual timetable to help the student prepare for upcoming events. • For unplanned events, give the student as much warning as possible.
Attention	Attention behaviours usually occur when the student is seeking people's attention or interactions. This can be for both positive and negative interactions.	Provides the student with access to people, their attention or interaction.	• Teach and respond to positive attention seeking behaviours only. • Smart ignore negative attention seeking behaviours. • Reinforce positive peer behaviours to provide a visual of expected behaviours.
Tangibles or access to activities	When wanting to access a particular item or activity.	Provides me preferred items or activities. The student may snatch or grab items from other students resulting in conflict with peers.	• First, explicitly teach the child waiting, sharing and turn taking skills. • Then generalise the learnt skill with peers, beginning with small groups.

Adapted from Kelly Oldfield

B: WHOLE SCHOOL REWARDS AND MOTIVATORS

FACTION TOKEN

Name: _____ Rm____

Given For
- ☐ **Being Respectful**
- ☐ **Being Responsible**
- ☐ **Being My Best**

Mirda : Wooyan : Yoont : Nodjam

Teacher: _____

FACTION TOKEN

Name: _____ Rm____

Given For
- ☐ **Being Respectful**
- ☐ **Being Responsible**
- ☐ **Being My Best**

Mirda : Wooyan : Yoont : Nodjam

Teacher: _____

FACTION TOKEN

Name: _____ Rm____

Given For
- ☐ **Being Respectful**
- ☐ **Being Responsible**
- ☐ **Being My Best**

Mirda : Wooyan : Yoont : Nodjam

Teacher: _____

HONOUR CERTIFICATE

PALMYRA PRIMARY SCHOOL
RESPECT
EST. 1913

AWARDED TO _____

FOR _____

_____

CLASS TEACHER _____

PRINCIPAL _____

DATE _____

PALMYRA PRIMARY SCHOOL
WHADJUK NOONGAR BOODJAR

60 McKimmie Road
PALMYRA WA 6157
6436 0100
palmyra.ps@education.wa.edu.au

Letter of Commendation

Dear Parent/Guardian,

It is my pleasure to inform you that _____ has been a commendable student at school today. They have demonstrated our school value/s of:

☐ Being Respectful   ☐ Being Responsible   ☐ Being their Best

_____
_____
_____
_____

It is always a pleasure to commend students who work hard at their studies and make the most of their schooling.

Kind regards

_____   _____
CLASS TEACHER   DATE

✂ -

LETTER OF COMMENDATION
Please return this letter of commendation slip to the box outside the Chaplain's office to be in the draw for a prize at assembly.

My child's Faction Colour is: ☐ BLUE   ☐ GOLD   ☐ GREEN   ☐ RED

Room #: _____   Year Level: _____

I am pleased to sign and return this acknowledgement form for _____
(Student's full name)

Parent/Guardian Signature: _____   Date: _____

Moving Forward Together

C: INDIVIDUAL BEHAVIOUR SUPPORT PLAN TEMPLATE

STUDENT BEHAVIOUR SUPPORT PLAN

Student Name:	Year Level:	Class:	Date:
Teacher/s:	Purpose of the plan:		

Functional Behaviour Assessment

1. Identify the Problem Behaviour:

Clearly define the behaviour of concern. Be specific and objective in your description.

2. Describe the behaviour including when and where it typically occurs:

Frequency: How often does the behaviour occur?	Duration: How long does the behaviour last?	Intensity: How severe is the behaviour?

ABC Data Collection

Antecedent Events: e.g., transitions, specific tasks, interactions	Behaviour: Document the specific actions and responses exhibited by the student during the problem behaviour. Observable behaviours e.g., hitting, running etc.	Consequence: Examine the events or responses that follow the problem behaviour. Identify any reinforcing consequences e.g., attention from peers, avoidance of task.

Function of the Behaviour

Understanding these functions helps in developing effective behaviour interventions. a single behaviour may serve multiple functions, and the same function can be served by different behaviours.

- ☐ **Attention**
- ☐ **Escape/avoidance**
- ☐ **Access to tangibles/activities**
- ☐ **Sensory stimulation**

Goals and Strategies

Goals:

Identify specific, measurable, and achievable goals related to the student's behaviours. For example:

1. Reduce disruptive behaviours in the classroom.
2. Increase positive interactions with peers.
3. Improve self-regulation and emotional control.

Strategies:

These can include:

- A list of positive reinforcement strategies to encourage desired behaviours. E.g., verbal praise, stickers, small rewards like iPad time or positive notes home.
- Strategies to teach the student more appropriate behaviours that more appropriate. E.g., a student that disrupts the class when feeling overwhelmed could be taught to use a "quiet break" space or ask for help when they need it.
- Adjustments to the classroom environment to support the student's needs. E.g., designated workspace, visual timetable, sensory accommodations.

No more than two goals should be introduced at one time.

Goal #1:

Strategies:

Goal #2:

Strategies:

Checklist:

- ☐ This plan has been developed in consultation with the SAER Deputy
- ☐ This plan has been communicated to the parents/caregivers.
- ☐ This plan has been communicated to the student.
- ☐ This plan has been shared with support staff including education assistants and specialist staff.

Review Date:	Parent/Caregiver signature:	Teacher signature:
SAER Deputy Signature:	School Psychologist signature:	Other:

Panel 1

PALMYRA PRIMARY SCHOOL
WHADJUK NOONGAR BOODJAR

Every Student, Every Classroom, Every Day
MOVING FORWARD TOGETHER

Escalation Profile and Behaviour Response Plan

Adapted from Autism Spectrum Australia and NSW Department of Education

An Escalation Profile and behaviour response plan (BRP) is to be used when a student's behaviour escalates to crisis point and interferes with the safety of staff, the student themselves and those around them. The response plan will guide the actions of staff to respond consistently, to reduce the distress of the student and to keep everybody safe.

The behaviour response plan should be developed with all people relevant to supporting the student including the SAER Deputy. It is divided into 3 columns and 6 rows, with each colour-coded row representing each stage of an escalation behaviour across a continuum:

- when the student is calm (Green)
- early warning signs of upset (Yellow)
- low level challenging behaviours, when the student is more in control (Orange)
- severe loss of control challenging behaviours (Red)
- de-escalation, when the student is starting to regain some control (Purple)
- recovery (Blue)

ESCALATION PROFILE

Panel 2

How to complete the Behaviour Response Plan

1. Start with the left column. This outlines the course of a student's typical pattern of challenging behaviour from beginning to end (even though situations are often quite different).

The Behaviour Response Plan prompt sheet (which is found on the back of the plan) will help you work through each of the boxes to complete the plan.

When filling out the boxes on the left-hand side of the plan, it is important to limit the information only to what people will actually see when the behaviour is at this level (as if you are describing the student to someone who has never met them before) so that the document remains a practical resource.

For example, 'yells and throws objects around the room' is better than 'tantrum' as a description.

2. (a) On the near right column, write strategies matched to each level of escalation in the course of challenging behaviour.

Green strategies are the 3 or 4 key strategies that should be put into practice every day to support the student (link implementation)

Yellow strategies look to help the student to problem solve and communicate or otherwise engage in other activities via redirection and distraction.

Orange strategies are similar to yellow and consider the purpose of the behaviour (being careful not to reinforce inappropriate behaviour)

Red strategies are very different and only about keeping everyone as safe as possible by reducing the severity and duration of the incident.

Purple strategies are about trying to de-escalate the situation and helping the student to recover.

Blue strategies are about maintaining calm and rebuilding relationships.

Note: No strategy will work perfectly every time

(b) On the far-right column, write strategies for yourself. When faced with persistent challenges all people naturally experience their own stress and distress. We need to be aware of, and able to manage our own physical and emotional reactions to respond in a calm, planned way.

Emotional strategies are often personal, and each support person may need to develop their own plan for coping with the emotional impact of dealing with the challenging behaviour.

Remember: Long term positive behaviour change only happens using proactive preventative strategies that build happiness, develop environments and teach new behaviours and skills. It is okay to 'give in', walk away or ignore behaviour sometimes as long as you have a long-term plan.

Implementing the plan: Once you have developed a behaviour response plan, it is important that everyone who interacts with the student is familiar with the plan and agrees to implement the plan in the same way. The plan can be reviewed and updated as you learn and strategies develop.

Panel 3

Behaviour Response Plan

Panel 4

Behaviour Response Plan Prompt Sheet

E: BEHAVIOUR TRACKING SHEET

STUDENT BEHAVIOUR TRACKING SHEET

PALMYRA PRIMARY SCHOOL
WHADJUK NOONGAR BOODJAR

Student:

DOB:

Teacher:

Room Number:

Year Level:

Year: 20____

Date	Time	Antecedent Prompts, cues, stimuli, triggers	Behaviour Behaviours of concern	Consequence What happened after the behaviour occurred?	Notes e.g., frequency
XX/XX	XX:XX	e.g., Frustration with the task - too hard	e.g., He hit a wall with his fist and threw a book.	e.g., Hurt his hand stopped hitting. Stops task.	e.g., First time today

PALMYRA
PRIMARY SCHOOL
WHADJUK NOONGAR BOODJAR

RISK MANAGEMENT PLAN

Student:	Year Level:	Room #:	Teacher/s:	Date:

Background: [include a brief background of the student including diagnosis, if any]

Purpose: [Describe the risk you are aiming to minimise e.g., Minimise the risk of xxx leaving school grounds without their parents.]

Target behaviour: [What is the behaviour you are targeting?]

Replacement/redirection behaviour: [describe the desired/positive behaviours the student could do instead e.g., play with the dress-ups in the boundaries of the verandah.]

POTENTIAL RISKS	STRATEGIES TO REDUCE RISKS AND ACTIONS	FOLLOW UP
[List potential and known triggers and times when risks might be elevated. E.g., drop off times, break times, transition times]	**During class:** **Transitions:** **Playground during break times:**	[Include follow up/debrief/communication with parents. SNEAs, SAER Deputy, recording on SIS, documentation of incidents.]

Signatures

Parent/caregivers:	Teacher:	SAER Deputy:	Other:

REVIEW DATE: _____

G: BEHAVIOUR RESPONSE CHART

Behaviour	Examples	Support	Consequence	Communication	Record
Expected Behaviours	Values Expected Behaviours Matrix	Proactive and preventative strategies to create a positive nurturing environment	Praise Class rewards School rewards	Newsletter, Office visits, Blue Slips, Merit Awards	Newsletter
Tier 1 Irregular / one off incident with little or no impact on others. Harm/ damage caused by accident	Pokes a friend Mat disruption Uniform Playing dangerously Rips book turning page Harms while using the slide inappropriately	Tier 1 strategies implemented.	Pick up mess (natural consequence) Reminders Referral to class expected behaviours matrix Educate and apologise. Restorative Practice	No parent / carer communication required. (Inform parent/ carer of accident-causing injury or damage)	No behaviour record required. Record injuries on accident report form.
Tier 2 Re-occurring incidences with no / minimal impact on others/ safety concern. Learning impacted.	Name calling (regular) Mat disruption Playing dangerously Inattentive Uniform Unfinished work	Tier 2 strategies implemented with possible support from Deputy. Access support services as required.	Withdrawal for calm or reflection (TAP) to agreed strategy / reinforcer. to office from play Educate Detention	Inform parent / carer & engage in collaborative support.	Behaviour Tracking Sheet Appendix E

Tier 2 Incident causing harm to others or damage to property.	Throws object with frustration. Harms another e.g. as frustration response.	Tier 1/2 strategies implemented with support from Deputy. Counselling	Detention Educate Restorative Practice	Inform parent / carer. Provide notification for detention /incident as required.	Record on Behaviour Form for SIS entry. Appendix J
Tier 2 Repeated or intentional incident causing harm to others or damage to property.	Repeated throwing of objects with intention Hitting / kicking	Tier 1/2 strategies implemented with support from Deputy Re-entry meeting on return.	Suspension between 1 & 15 days Restorative Practice	Inform parent / carer. Provide formal letter for incident	Record on Behaviour Form for SIS entry. Appendix J
Tier 3 Disengagement. Reoccurring behaviours that impact own learning	Leaving class Work refusal Own agenda	Tier 2 /3 strategies implemented with support from Deputy, School Psychologist, and support services.	Tier 2 /3 consequences	Engage parent / carer in collaborative support.	Behaviour Tracking Sheet Appendix E
Tier 3 Re-occurring incidences. Incidents that cause harm / impact rights /damage property	Intentionally harming another student or staff member / property	Tier 2 /3 strategies implemented with support from Deputy, School Psychologist, and support services.	Withdrawal Suspension Expulsion Restorative Practice	Provide formal letter for each incident. Engage parent / carer in collaborative support. Update impacted families (deidentified)	Record on Behaviour Form for SIS entry. Appendix J

H: NATURAL CONSEQUENCES EXAMPLES

Behaviour	Natural Consequence
Make a mess	Clean it up
Touching other students	Apologise and relocate
Drawing on school property	Clean it off
Throwing books to pack away	Pack away the books properly on the shelf (demonstrate if necessary)
Not playing safely on play equipment	Student to explain the playground rules/ Move away and play somewhere else (If continues)
Littering	Put the rubbish in the bin
Pushing to the front of the line (wanting to be first)	Reminder of expectations/ Go to the back of the line
Obvious work avoidance	Finish work during a suitable time. Support if necessary.
Inappropriate language	Reminder
Coming into the classroom using disruptive behaviours (running/shouting)	Go back outside and enter appropriately
Chairs (Swinging/rocking/standing/kneeling)	Sit properly on chair reminder/move to the floor/remove chair
Damaging other people's belongings accidentally	Apologise to the person and say they will not touch their belongings again. Repair if applicable.
Denying/lying (When behaviour has been observed)	Situational response.
Continually not meeting the expectations of mat behaviour (calling out/not listening/ distracting others)	Reminder then move child.
Accidentally or intentionally (K/PP) low level physically hurting someone	Apologise via 'knee to knee' strategy.

Behaviour	Consequence
Using unkind words	
Continually not meeting the expectations of mat behaviour (calling out/not listening/ distracting others)	
Low level oppositional behaviour towards staff	Reflection Sheet as Consequence as appropriate.
Inappropriate language (if continuous)	
Denying/lying (When behaviour has been observed and continuous)	
Damaging belongings that cannot be repaired.	

BEHAVIOUR REFLECTION DOCUMENT

PALMYRA PRIMARY SCHOOL
WHADJUK NOONGAR BOODJAR

Name _____ Room _____ Date _____

1. Which of our values did I not display? (circle)

BE RESPONSIBLE   **BE RESPECTFUL**   **BE YOUR BEST**

2. Why have I been given this reflection sheet?

3. How did my behaviour affect others?

4. What will I do next time to avoid the same situation and how will I demonstrate our values?

5. Teacher's signature and comments:
_____
_____

6. Parent's signature and comments:
_____
_____
_____

Individual Behaviour Report

PALMYRA PRIMARY SCHOOL
WHADJUK NOONGAR BOODJAR

Student:	Year Level:	Room #:
Date of incident:	Time of incident:	Location of incident:

Behaviour Type (Sub-Type): Tick box or highlight (Please __only tick one__ box i.e., the most serious offence)

Physical aggression towards staff	Abuse, threats, harassment, or intimidation of staff	Physical aggression towards students	Abuse, threats, harassment, or intimidation of students	Damage to or theft of property	Violation of code of conduct / classroom rules	Negative behaviour - other

Behaviour Details:

Action/Consequence/Follow up details:

Details of parent/ guardian contact: (Note. Only teacher / admin to make parent contact)

Who made contact?
Who was contacted?
Outcome of contact?
Parent response.

Signed: _____

Reported by: _____ Parent Communication: _____

Please hand to your Deputy.

PAGE 2 **For office use only:**

Notification Details:

Tick	Description	Details:
	Teacher	Must be advised.
	Deputy Principal	Review and sign:
	Principal	Review and sign:
	Parent /Guardian	Circle one: Phone In-person Email Letter Note
	Police	Office use only
	Department of Communities: Child Protection Services	Office use only

Further Actions:

☐ Detention   ☐ Loss of privilege   ☐ Withdrawal (To Office)   ☐ Other

☐ Reprimand   ☐ Suspension   ☐ Loss of Good Standing

Recorded on Integris by _____ Date _____

NOTIFICATION OF DETENTION

Date:

Dear Parent/Caregiver

Today, your child was given detention <u>at</u>

☐ Recess
☐ Lunchtime

for

If you require any further information, please contact the school and ask to speak to Catherine Bastiani on 6436 0100.

Kind regards

[Name of Deputy Principal]

Deputy Principal

PALMYRA PRIMARY SCHOOL WHADJUK NOONGAR BOODJAR

L: RE-ENTRY PLAN

PALMYRA
PRIMARY SCHOOL
WHADJUK NOONGAR BOODJAR

RESPECT
EST 1898

Every Student, Every Classroom, Every Day

MOVING FORWARD TOGETHER

Re-entry Plan

Student Name: Year Level: Room #:

Teacher: Purpose:

Date:

The following steps will be taken to support [Student's name]:

1. **Individualised Behaviour Goals:** [State behaviour goals here. Keep them worded in the positive]

[Student's name] will:

- o   List goals here
- o   List goals here

2. Classroom Support:

[Classroom teacher's name] will provide additional guidance and encouragement to [Student's name] to ensure their success, including positive reinforcement in the classroom for following our school values:

- o   Be Responsible
- o   Be Respectful
- o   Be Your Best

3. Parental Involvement:

Regular communication will be maintained to keep parents/guardians informed about [Student's name]'s progress, areas of improvement, and any necessary adjustments to the plan. Collaborative efforts between the school and parents/guardians will contribute to the success of the plan.

4. Monitoring and Evaluation:

The Behaviour Management Plan will be monitored and evaluated to assess its effectiveness. [Classroom teacher's name] will check in with [Student's name] to ensure that they are on track with their behavioural goals and making positive strides. The plan will be in place until [insert date here].

By implementing this Behaviour Management Plan, we aim to support [Student's name]'s personal and academic growth while providing a safe and inclusive environment for all students. We believe in the ability of each student to learn from their mistakes and become responsible, respectful, and successful individuals.

Together, we can help [Student's name] rebuild their confidence, develop appropriate behaviours, and achieve their full potential.

Signed

_____   _____   _____   _____
Deputy Principal   Classroom Teacher   Parent   Student

M: LOSS OF GOOD STANDING APPEAL FORM

Loss of Good Standing Appeal Form

PALMYRA PRIMARY SCHOOL
WHADJUK NOONGAR BOODJAR

Student Name:	Year Level:	Room #:
Teacher/s:	Parent/Caregiver:	Date of loss of Good Standing:

Reason for loss of Good Standing:

Reason for appealing loss of Good Standing:

Student:		Date:	
Parent:		Date:	

The student will be required to attend a meeting with the principal if this appeal is considered.

Principal response:

Case Conference Record Sheet

PALMYRA
PRIMARY SCHOOL
WHADJUK NOONGAR BOODJAR

Student:	Year Level:	Room:
Teacher/s:	Parent/Caregiver:	Date:

Names of Participants:

Principal:	Deputy Principal:
Parent/Caregiver:	Teacher/s:
School Psychologist:	Other:

Purpose of the meeting:

Key points for discussion:
- List the key points for discussion
- About two to four points

Discussion:

Discussion Cont.

Next Steps:

Action	Who	When

Signed:

Principal:	Deputy Principal:
Parent/Caregiver:	Classroom Teacher:
School Psychologist:	Other:

Date for Review:

O: PLAYGROUND BEHAVIOUR SLIP

PLAYGROUND BEHAVIOUR SLIP

PALMYRA PRIMARY SCHOOL
WHADJUK NOONGAR BOODJAR

Teacher On Duty: Student:

Room #:   Date   Time

Minor Behaviours	Major Behaviours
☐ No hat	☐ Intimidation of students or staff
☐ Running on hard surfaces	☐ Hitting/kicking/fighting
☐ Out-of-school bounds	☐ Verbal abuse of students or staff
☐ Not doing as the teacher asks.	☐ Repetitive behaviour (e.g., continues to run on a hard surface)
☐ Unsafe play	☐ Bullying
☐ Other	☐ Bystander for bullying or fighting
	☐ Other
Details (include actions already taken)	

P: PROGRESS REVIEW TEMPLATE

PALMYRA
PRIMARY SCHOOL
WHADJUK NOONGAR BOODJAR

Behaviour Progress Review

Student Name:		Year Level:	Room #:
Teacher/s & SNEA/s			Date

Positive Behaviour Highlights:

Classroom Participation:
[Comment on the student's active participation in class discussions, engagement in group activities, and willingness to contribute to the learning environment.]

Respect for Others:
[Highlight instances where the student has demonstrated respect for teachers, classmates, and school staff. Mention any specific examples.]

Responsibility:
[Acknowledge the student's sense of responsibility in completing assignments, submitting homework on time, and taking care of school materials.]

Areas for Growth: [These are examples only. Change or delete those not relevant]

Focus and Concentration:
[Provide constructive feedback on moments where the student may have faced challenges in maintaining focus during class activities or assignments.]

Following Instructions:
[Discuss instances where there may have been a need for improvement in following instructions promptly and accurately.]

Emotional Regulation
[Offer suggestions for the development of the student's emotional regulation.]

Organisation:
[Offer suggestions for enhancing the student's organisational skills, such as keeping track of assignments, materials, and managing time effectively.]

Date of next review

_____

Q: TIER 2 SUPPORTS TEACHER CHECKLIST

PALMYRA PRIMARY SCHOOL
WHADJUCK NOONGAR BOODJAR

Tier 2 Supports Checklist

Student:	Year Level:	Room #:
Date:	Teacher/s:	Review dates:

Used	Strategy/Support	Notes e.g., Frequency of use, date introduced, effectiveness
	Individualised visual timetable	
	Individualised behaviour goals	
	Mentors	
	Sensory tools – wobble chair/cushion, weighted blanket	
	Individualised seating e.g. wobble stool, seating plan	
	Time reminders – visual timers	
	Behaviour targeted role play	
	Individualised stamp/reward chart	
	Visual First and then/forced choice	

	Individualised social stories	
	Directed calming time	
	Scripted responses	
	Targeted skills teaching in small group e.g., Social Skills	
	Student conversation with Deputy	
	Teacher conversation with Deputy / Psychologist (deidentified)	
	Informal Contracts	
	EA one-on-one on the mat during explicit teaching or more difficult tasks	
	Regular parent communication	
	Emotional regulation supports	
	Counselling and guidance support	
	Individual Behaviour Support Plan (IBSP) (appendix I)	

R: SCHOOL PSYCHOLOGIST REFERRAL FORM

PALMYRA
PRIMARY SCHOOL
WHADJUK NOONGAR BOODJAR

SCHOOL PSYCHOLOGIST REFERRAL FORM

Completed by: _____ Date Completed: _____

STUDENT DETAILS			
Student:	**Year:**	**D.O.B:**	**Address:**
Parents/Carer names:		**Parents/Carers email address:**	
Teacher/s:		**SAER Deputy:**	
Dept. of Communities/CPFS Case Worker (if relevant):			

REFERRAL INFORMATION
Student Strengths:
Activities/interests enjoyed by the student:
Area/s of Concern: ☐ Behaviour ☐ Mental Health ☐ Social / Emotional ☐ Attendance ☐ Learning Difficulties Other:
Reason for Referral:
Expected/Preferred Outcomes: Observations and strategies Assessment Counselling Assistance with plans Consultation/Discussion Other:

SCHOOL PSYCHOLOGIST REFERRAL FORM (PAGE 2)

Has the concern been raised with the parents/carers? (Please discuss and obtain parent permission before proceeding with this referral)

☐ Informal   ☐ Formal Meeting

Summary of discussion:

Has a School Psychologist been involved previously? Yes/No

What was discussed?

What has been done to address the concern and what was the result?

Strategy	Outcome	Continue Strategy?	
		Yes	No

Attached documents to be included:

☐ K-10 Report   ☐ PAT Maths   ☐ PAT Reading

☐ On Entry   ☐ Attendance Records   ☐ IEP/GEP

☐ Behaviour Support Plan   ☐ Outside agency reports

☐ Escalation Profile/BRP   Please name:

☐ Other

Government of **Western Australia**
Child and Adolescent Health Service

CHILD DEVELOPMENT SERVICE REFERRAL FORM

| OFFICE USE ONLY |
| Date received: _____ |

The Child Development Service provides assessment and treatment services for children under the age of 16 years with developmental delay or difficulties, living in the Greater Perth Region.

Important note:
- Discuss the need for referral with the parent/legal guardian before submitting.
- Fields marked with an asterisk (*) are mandatory. Incomplete referrals will be declined.

1. Child's details

*Surname: _____ *First name: _____

Please list any other names this child has been known by: _____

*Date of birth (dd/mm/yyyy): _____

*Sex (as on birth certificate): ☐ Male ☐ Female   Pronouns: _____

*Address: _____

*Suburb: _____   *Postcode: _____

*Medicare number: _____   *Child's ref: _____
(Referral will be declined without a valid Medicare number)

Mother's full name at child's birth (for admin purposes): _____

Birth hospital/site: _____

*Is the child an Australian citizen or permanent resident?
☐ Yes ☐ No

*Is the child of Aboriginal or Torres Strait Islander origin?
☐ Yes, Aboriginal ☐ Yes, Torres Strait Islander ☐ No ☐ Unknown

*Interpreter required?
☐ Yes ☐ No   Language required: _____

Current school: _____   Year: _____

2. Legal guardian details

*Is the child in the care of the Department of Communities (CPFS)?   ☐ Yes ☐ No

*Are any Court Orders in place?   ☐ Unknown ☐ Yes ☐ No

Legal guardian 1

*Relationship to child: ☐ Mother ☐ Father ☐ Other: _____

*Title: _____ *Surname: _____ *First name: _____

*Address: _____

*Suburb: _____   *Postcode: _____

*Phone: _____ *Email: _____

Legal guardian 2 (if applicable)

*Relationship to child: ☐ Mother ☐ Father ☐ Other: _____

*Title: _____ *Surname: _____ *First name: _____

*Address: _____

*Suburb: _____   *Postcode: _____

*Phone: _____ *Email: _____

Do not write in margin

CHILD DEVELOPMENT SERVICE REFERRAL FORM

CHS300-4

CHS300-4
06/23

T: CLASSROOM BEHAVIOUR SLIP

CLASSROOM BEHAVIOUR SLIP

PALMYRA PRIMARY SCHOOL
WHADJUK NOONGAR BOODJAR

Teacher: Student:

Room #:   Date: Time:

Minor Behaviours	Major Behaviours
☐ Leaving the classroom without permission	☐ Intimidation of students or staff
☐ Constant minor disruptions	☐ Hitting/kicking/fighting
☐ Not taking care of own/other's/school property	☐ Verbal abuse of students or staff
☐ Not doing as the teacher asks.	☐ Major disruptive behaviour
☐ Unsafe behaviour (e.g., rocking on chair)	☐ Bullying
☐ Other (please state)	☐ Bystander for bullying or fighting
	☐ Other (please state)
Details (include actions already taken)	

T: CLASSROOM BEHAVIOUR SLIP