



ASHFIELD

PUBLIC SCHOOL

Every child, every opportunity



Responding to Behaviour Implementation Strategy

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Ashfield Public School

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Introduction

Responding to Behaviour is about the systems and strategies used Ashfield Public School to engage students in positive behaviour for learning.

A well-run school empowers students to feel motivated, satisfied, and valued as successful learners who capably engage in a supportive education that meets their needs, satisfies their interests, and progresses their academic, social, emotional, and physical growth.



Positive Behaviour for Learning

The school uses a framework of 3 Tiers to engage students in positive behaviour for learning..

Tier One: Student Wellbeing Choices

Tier One of the Ashfield Public School's Positive Behaviour for Learning is universal prevention through a school-wide and classroom system for all students, staff and settings.

The school is committed to a learning community that pursues eight student wellbeing goals. These student wellbeing goals are taught within the context of the Personal Development curriculum and are embedded into the whole school culture of success.

Tier Two: Group Interventions

Tier Two of the Ashfield Public School's Positive Behaviour for Learning typically involves interventions for a small group of students who have been identified as requiring support to engage in behaviour that sees them feel resilient and successful.

An example of such an intervention is the Scoobie String Club whereby a group of students meet with a teacher once a week to make Scoobie String creations. This meeting time is an important time for the designated teacher to meet with the students for a highly enjoyable and relaxed activity. During the activity the teacher chats with the students about any issues that might have arisen during the week, particularly in the area of friendship. Anything of significance is communicated to the teacher, Learning Support Team and parents.

Tier Three: Intensive Interventions

Tier Three of the Ashfield Public School's Positive Behaviour for Learning is intensive interventions which involve systems for students with high-risk behaviour and/or learning and health needs.

Engaging children who exhibit inappropriate behaviour is about understanding their wellbeing, engagement and learning needs. It is about targeting resources to tailor a flexible quality learning environment that maximises their success and keeps themselves and other's safe.

It will typically involve an adult working with the identified student with a focus on assisting the student to understand situations that might lead to inappropriate behaviour, teaching the student to self-regulate their behaviour with an emphasis on good, great and outstanding choices (OWL) and assisting the student to engage in learning activities.

An example of an intensive intervention is a Student Learning Support Officer (SLSO) working with an identified student to achieve the Success Criteria detailed on an Individual Education Plan and Behaviour Support Plan. In a one-on-one situation the SLSO also works to sustain and develop positive social expectations, reduce unproductive and challenging behaviour as academic outcomes are progressed.



How is your engine running?

The How is Your Engine Running is a tool that defines levels five levels of behaviour. These levels, or Zones of Regulation, are a systematic, cognitive-behavioral approach used to teach students how to identify and regulate their feelings, energy and sensory needs to meet the demands of a range of increasingly complex situations and to be successful socially. The five levels of behaviour are:

- o Level 5: Too High
- o Level 4: Running Fast
- o Level 3: Running Fast
- o Level 2: Just Right (Making good wellbeing choices)
- o Level 1: Too Low

How is your engine running?



Too high!



Running fast



Just Right




Running low



HOW IS MY ENGINE RUNNING?

<p>De-escalate</p> 	<p>If I am distressed</p> <p>I don't listen to teachers I raise my voice and swear I am very angry and I scare people</p>	 <p>Too high!</p>	<p>I can</p> <p>Talk to teacher and discuss my options Find a safe space to deescalate Think of a positive solution</p>
<p>Just right</p>	<p>If I am highly agitated</p> <p>I don't want to cooperate I am getting very frustrated I feel that no-one likes me</p>	 <p>Running fast</p>	<p>I can:</p> <p>Find something enjoyable to do Ask a teacher for help Do some physical activity</p>
<p>Just right</p>	<p>If I am restless</p> <p>I am getting irritated I am not in a good mood I am easily bothered</p>	 <p>Just Right</p>	<p>I can:</p> <p>Talk to a friend Make a wellbeing choice to help Do something that makes me laugh</p>
<p>Bounce back</p> 	<p>If I am happy and successful</p> <p>I am responsible, respectful, resilient I am fabulous and a friend I embrace diversity I am safe, a learner, inclusive & healthy</p> <p>If I am feeling sad</p> <p>I can't think what will make me happy I find it hard to be motivated I feel alone and isolated I feel disappointed and unhappy I want to hurt myself</p>	 <p>Running low</p>	<p>I can expect:</p> <p>A certificate of success A smile and compliment from my teachers House points To feel good about myself</p> <p>I can:</p> <p>Talk to a friend and/or my teacher Make a wellbeing choice to help Talk to my parents Keep myself active in a friendship group Ring the Kids Helpline 1800 55 1800</p>


Responding to Level Five Behaviour

<p>Level Five Behaviour Identifier</p> <p>How is my engine running?</p> <div style="text-align: center;">  <p>Too high!</p> </div>	<p>Level Five Behaviour Definition</p> <p>May include:</p> <ul style="list-style-type: none"> ○ Repeatedly engaging in Level Four Behaviour ○ Behaviour that causes physical injury to others ○ Outrage and aggression when asked to follow reasonable requests ○ Seriously inappropriate behaviour that is unable to be de-escalated by an adult
<p>Level Five Behaviours</p> <p>May include:</p> <ul style="list-style-type: none"> ○ Destroying expensive property ○ Using an object as a weapon ○ Leaving school site without permission ○ Repeatedly interfering with the safety and wellbeing of other people ○ Serious injury to another person ○ Serious disruption to the running of the school 	<p>Level Five Behaviour Solutions</p> <p>May include:</p> <ul style="list-style-type: none"> ○ Talking to a teacher to discuss options ○ Finding a safe place to de-escalate ○ Going home early ○ Engaging in Triple E Initiatives
<p>Level Five Behaviour Actions /Consequences</p> <p>May include:</p> <ul style="list-style-type: none"> ○ Referral to the Principal ○ Formal Caution ○ Suspension ○ Engaging in a different setting ○ Flexible timetable with off-the-playground activities ○ Formal meeting with parents ○ Director of Education notified ○ Incident Report & Support Hotline contacted ○ Child Wellbeing Unit contacted ○ Documentation on Sentral 	
<p>Level Five Behaviour – Class & School Responses via Learning Support Team</p> <p>May include:</p> <ul style="list-style-type: none"> ○ Tier Three Intensive Intervention ○ Modification to Playground Duty ○ Flexible learning opportunities ○ Allocation of Student Learning Support Officers ○ Modifying Risk Management Plan & Behaviour Support Plan ○ Modifying Anti-bulling plan 	

Responding to Level Four Behaviour

<p>Level Four Behaviour Identifier</p> <p>How is my engine running?</p>  <p>Running fast</p>	<p>Level Four Behaviour Definition</p> <p>May include:</p> <ul style="list-style-type: none"> ○ Behaviour that is aggressive to others ○ Getting angry when asked to follow reasonable requests ○ Significantly inappropriate behaviour that is not easily de-escalated or solved by an adult ○ Behaviour that causes concern to the parent of another child
<p>Level Four Behaviours</p> <p>May include:</p> <ul style="list-style-type: none"> ○ Profuse swearing at another person ○ Teasing someone on account of their cultural background and/or ability ○ Physically hurting another person ○ Bullying, cyber bullying ○ Damaging /stealing / misusing items ○ Ignoring the directions of a teacher 	<p>Level Four Behaviour Solutions</p> <p>May include:</p> <ul style="list-style-type: none"> ○ Choosing an enjoyable activity ○ Spending some time with another teacher ○ Following a Behaviour Support Plan ○ Mum and dad helping out in the classroom or during the activity
<p>Level Four Behaviour Actions /Consequences</p> <p>May include:</p> <ul style="list-style-type: none"> ○ Written Warning ○ Written reflection ○ Referral to Assistant Principal ○ Moving to another area / classroom ○ Redirection to other activity ○ Communication with parents ○ Referral to school counsellor ○ Documentation on Sentral <div style="display: flex; align-items: center; justify-content: center;"> <div style="display: flex; flex-direction: column; gap: 5px;"> <div style="border: 1px solid black; padding: 2px; background-color: #d4edda;">CAUTION</div> <div style="border: 1px solid black; padding: 2px; background-color: #fff3cd;">REFLECTION</div> <div style="border: 1px solid black; padding: 2px; background-color: #d4edda;">ASSISTANT PRINCIPAL</div> </div>  </div>	
<p>Level Four Behaviour – Class & School Responses via Learning Support Team</p> <p>May include:</p> <ul style="list-style-type: none"> ○ Tier Two Intervention ○ Implementing social skills initiative including structured play ○ Creating an Individual Education Plan (IEP) with adjustments ○ Creating Behaviour Support Plan ○ Creating Risk Management & Behaviour Support Plan ○ Creating Anti-bullying plan ○ Google Document for shared communication between home/school/external agency 	

Responding to Level Three Behaviour

<p>Level Three Behaviour Identifier</p> <p>How is my engine running?</p>  <p>Running fast</p>	<p>Level Three Behaviour Definition</p> <p>Includes:</p> <ul style="list-style-type: none"> ○ Behaviour that is disruptive to others ○ Refusal to follow reasonable requests ○ Inappropriate behaviour that is quickly de-escalated by an adult
<p>Level Three Behaviours</p> <p>Include:</p> <ul style="list-style-type: none"> ○ Inappropriate name calling ○ Non-verbal disrespect ○ Being in an unsupervised area ○ Interrupting the teacher and lessons ○ Intentionally annoying others 	<p>Level Three Behaviour Solutions</p> <p>May include:</p> <ul style="list-style-type: none"> ○ Talking to a friend ○ Making wellbeing choices ○ Working towards a receiving a Certificate of Success and House Points
<p>Level Three Behaviour Actions /Consequences</p> <p>May include:</p> <ul style="list-style-type: none"> ○ Reminder of wellbeing choices ○ Apology ○ Moving to another area ○ Redirection to other activity 	
<p>Level Three Behaviour – Class & School Responses</p> <p>May include:</p> <ul style="list-style-type: none"> ○ Checking that wellbeing posters are clearly displayed around the school ○ Explicitly teaching wellbeing choices & character strengths ○ Providing extra-support with classroom learning and, in the playground, ○ Enrolment in Triple E initiatives 	

Responding to Level Two Behaviour

Level Two Behaviour Identifier

How is my engine running?



Just Right

Level Two Behaviour Definition

Includes:

- Engaged and enthusiastic
- Able to identify and reflect on own behaviour
- Feels successful and motivated
- Identifies that it is possible to be happy at school

Level Two Behaviours

Include:

- Completing tasks
- Following instructions
- Laughing and smiling
- Enjoying the company of friends

Level Two Behaviour Solutions

May include:

- Talking to a friend
- Making a wellbeing choice to help
- Working towards a receiving a Certificate of Success and House Points

Level Two Behaviour Actions /Consequences


May include:

- Certificate of Success, School Award & School Medal
- Positive acknowledgement by teachers
- Contact with parents to praise engaged behaviour
- Rewards given in class

Level Two Behaviour – Class & School Responses

May include:

- Interesting and challenging work
- High expectations for success
- Providing appropriate support with classroom learning and in the playground
- Positive phone call to parents/ carers

Responding to Level One Behaviour	
<p>Level One Behaviour Identifier</p> <p>How is my engine running?</p>  <p>Running low</p>	<p>Level One Behaviour Definition</p> <p>Includes:</p> <ul style="list-style-type: none"> ○ Appearing withdrawn ○ Not able to identify and reflect on own behaviour ○ Repeats a pattern of behaviour such as often moving to an unsupervised area, not eating lunch, going off task
<p>Level One Behaviours</p> <p>Include:</p> <ul style="list-style-type: none"> ○ Talking about / writing about suicide ○ Self-harming ○ Not willing to smile ○ Becoming selectively mute 	<p>Level One Behaviour Solutions</p> <p>May include:</p> <ul style="list-style-type: none"> ○ Talking to a friend ○ Making a wellbeing choice to help ○ Working towards a receiving a Certificate of Success and House Points
<p>Level One Behaviour Actions /Consequences</p> <p>May include:</p> <ul style="list-style-type: none"> ○ Class lessons on resilience and positive interpersonal relationships ○ Revisit protective strategies ○ Meet with parents ○ Visit to the school counsellor 	
<p>Level One Behaviour – Class & School Responses</p> <p>May include:</p> <ul style="list-style-type: none"> ○ Checking that wellbeing posters are clearly displayed around the school ○ Explicitly teaching wellbeing choices ○ Providing extra-support with classroom learning and in the playground ○ Identifying a character strength ○ Enrolment in a Tier 2 initiative 	

Ten Wellbeing Choices

The school's ten Wellbeing Choices is a school wide system which articulates a range of behaviours that support students to have positive experiences at school and to be empowered to actively involve themselves in their education. These choices explicitly define and teach expected behaviour and prevent inappropriate behaviour across the whole school. The ten wellbeing choices are:

- o Be responsible
- o Be respectful
- o Be resilient
- o Be fabulous
- o Be a friend
- o Be safe
- o Be a learner
- o Be healthy
- o Be inclusive
- o Embrace diversity

<div><div>My choice</div><div>Be resilient</div><div><p>Nurture a positive self-view Keep things in perspective with a hopeful outlook Manage my feelings of anxiety and uncertainty Look for solutions Accept that it's okay to make mistakes or miss out Recognise that anger makes things worse Ask for help, and accept support to solve my problems</p></div></div>	<div><div>My choice</div><div>Act safely</div><div><p>Wear a hat and drink water, especially in hot weather Identify appropriate and inappropriate behaviours Understand how to feel safe and to be safe Recognise and respond to unsafe situations NO GO TELL in any situation where you are unsure Practise cyber safety No running on stairs or standing on seats</p></div></div>	<div><div>My choice</div><div>Be a good friend</div><div><p>Be thoughtful and kind Play games so that everyone can join in Take turns and share your toys with others Compliment others and never put others down Be trustworthy and dependable Participate in conversations and enjoy a laugh with others Be friends with unfamiliar classmates</p></div></div>	<div><div>My choice</div><div>Be inclusive</div><div><p>Talk to children who are left out of the group Make changes for people who experience a disability Show initiative and find things in common with others Learn to say hello in different languages Let everyone have a fair go Understand that people behave in different ways Show empathy for difference and have compassion</p></div></div>
<div><div>My choice</div><div>Be a learner</div><div><p>Apply thinking skills to solve problems Analyse and evaluate ideas Articulate and explain understandings and opinions Recognise my strengths as a learner and stay motivated Work collaboratively to share and refine ideas Take risks and learn from my mistakes Think imaginatively and creatively</p></div></div>	<div><div>My choice</div><div>Be fabulous</div><div><p>Have a positive attitude and cheerful nature Be enthusiastic and joyful and celebrate good times Have terrific ideas to share Have a sense of humour and share a laugh Smile at others and say hello Get involved in school activities Be a role model with exemplary behaviour</p></div></div>	<div><div>My choice</div><div>Be healthy</div><div><p>Get active each day – exercise, play games, play sport Switch off the screen and engage in an offline activity Eat fewer snacks and select healthier alternatives Be creative – draw, cook, garden, sing, write... Have 9 – 11 hours of sleep each night Drink plenty of water Think positively and get yourself involved</p></div></div>	<div><div>My choice</div><div>Embrace diversity</div><div><p>Be an individual and be true to yourself Think positively about the differences of others Know that individuals learn in different ways Understand that success looks different for others Know that my personal best is different to other people Learn about different cultures and religions Be a good bystander and report bullying</p></div></div>

10 Wellbeing Choices



School Awards

Students receive awards for making good choices.



Earn Certificates of Success for

Being responsible, respectful, resilient, safe, a learner, fabulous, a friend, healthy, inclusive, embracing diversity



Earn one School Award for: 10 Certificates of Success



Earn one Assembly Award for: recognition by your teacher



Earn one School Medal for: 5 School / Assembly Awards



Earn one School Trophy for: 5 School Medals



Earn one Maximus Award for: 5 School Trophies

Critical Incident

At times responding to a particular behaviour will require identifying the behaviour as a critical incident.

Was it a Critical Incident?

School Post Incident Procedure

Was there a serious disruption to the school?

Was the safety and wellbeing of other people seriously interfered with?

Was there serious injury?

NEXT STEPS



Incident Report & Support Hotline contacted
1800 811 523

Director of Education contacted
9582 2800

Parents of affected students contacted

Whole school community contacted*

Media unit contacted*



Affected student and class groups to be debriefed

Staff to be debriefed

Employee Assistance Program (EAP) offered to affected staff

Parents interviews and/or Forum*

School counsellor to work with affected students*



Investigation of incident

Write an Incident Report

Learning Support Team to revise Risk Management and Behaviour Support Plans

WHS Team to review WHS systems

Review of school systems and procedures

*These steps occur depending on the situation and after consultation with the Director

Anti-Bullying

A strong anti-bullying message supports a safe and inclusive whole school culture that supports diversity and enables individuals to feel empowered and valued.



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Don't Obey Bullies



- Be fabulous
- Be resilient
- Be inclusive
- Be responsible
- Be respectful
- Be a friend
- Be a learner
- Be fabulous
- Act Safely
- Embrace diversity

What is bullying?

Bullying is when a person or a group repeatedly and intentionally behave in a way that makes another person unhappy, lonely and/or scared to come to school.

What SHOULD you do if you are being bullied?

Tell your parents, tell your teacher, tell a friend - help is close at hand to make sure that you feel safe and happy at our school.

How can you help if you know that someone is being bullied?

say

NO

to bullies

GO

to a safe place

TELL

a teacher



DID YOU KNOW?



If you use the Internet to write or say something unkind about someone else - this is bullying.

Remember:

- ★ USE BUILD UPS NOT PUT DOWNS
- ★ INCLUDE EVERYONE IN YOUR GAMES
- ★ TELL A TEACHER IF YOU KNOW OF SOMEONE WHO IS BEING BULLIED

**YOU REPORT IT
WE SORT IT**

**NO
GO
TELL**



**Say no to bullying
Stay no to unsafe situations**

Positive behaviour for learning involves acknowledging appropriate behaviour.