

Behaviour Education and Management Policy

March 2024



Building brighter futures together

Rationale

'Creating safe, orderly, inclusive, supportive and culturally responsive environment that enables students to fulfil their learning potential is a responsibility shared by all members of the public schooling system' and our Beenyup Primary School community. (Student Behaviour in Schools Policy, 2023, p2) 'Positive student behaviour is essential to promote engagement in learning and to maximise the impact of classroom teaching.'

The key to effective student behaviour education is high quality positive relationships between teachers, students, and parents, characterised by trust and mutual respect. Behaviour education at Beenyup involves detailed and effective planning to prevent, reinforce and encourage acceptable, appropriate behaviour. Teaching students to take responsibility for their own behaviour and having respect for the rights of others are the ultimate aims of the school's behaviour education program.

The emphasis is on students "working out" their problems in a caring, courteous, and consistent environment. At Beenyup Primary, our behaviour education approach is underpinned by Positive Behaviour Support (PBS) and restorative approaches. Staff clearly explain the school expectations and rules to students, display them in their classrooms and make students aware of the consequences of misbehaviour. In most cases staff members are capable of dealing with minor misdemeanours and may use a variety of low-key classroom management strategies (CMS) to correct a student's poor behaviour choices.

This system recognises that the individual classroom teacher has responsibility for managing classroom behaviour with support from Administration. Class teachers will use low key strategies and restorative practices as part of the school behaviour management process.

Where serious incidents of misbehaviour are involved (e.g. assault of staff or students or other criminal acts), staff members are to send a red card to the front office. All other acts of behaviour are to be treated in the context of this policy. Some forms of disability may involve symptoms or manifestations over which the student has little control, but which may look like inappropriate behaviour. Please note that staff are to refer students' Individual Behaviour Plans where applicable.

School Vision

Building brighter futures together through high expectations and belonging so that every child, every day has the opportunity to find joy, be challenged and experience success.

Outcomes

- ✓ Behaviour in the school will be consistent with the values and practices of Beenyup Primary and aligned to the Department of Education's Student Behaviour in Public Schools policy and procedures.
- ✓ Students, staff, and parents/carers will accept responsibility for their own behaviour.
- ✓ Students, staff, and parents/carers will resolve conflicts effectively.
- ✓ Students, staff, and parents/carers will feel valued.
- ✓ Students, staff, and parents/carers will feel safe and secure.
- ✓ Students, staff, and parents/carers will co-operate and support one another.
- ✓ Students, staff, and parents/carers will behave in accordance with the school rules.
- ✓ The school to develop consistent, regular referral to school procedures.

Note: In this document, 'the principal will...' means that it is the principal's responsibility, as site manager, to manage its implementation. It does not mean the principal must personally undertake the duty.

School expectations

- ✓ Our whole school approaches to behaviour are consistent and implemented with fidelity.
- ✓ The teaching of our PBS STAR behaviour matrix values underpins this policy.
- ✓ Bullying is an unacceptable behaviour in any form.
- ✓ Students will learn to accept responsibility for their actions.
- ✓ Rewards and consequences reflect actions.
- ✓ The management of student behaviour is a shared responsibility involving staff, parents, and the student.
- ✓ We recognise the worth and dignity of all people.
- ✓ Conflicts must be resolved in a positive manner aligned to PBS and restorative practice.

At Beenyup Primary we believe that:

- ✓ ALL students have the right to feel safe and secure in the school environment.
- ✓ ALL students have the right to learn.
- ✓ Students have the right to be provided with support to self-regulate behaviours.
- ✓ All students have the right to be heard, valued, and respected as individuals, regardless of difference and inclusive of factors including race, ethnicity, religion, sexuality, disability, gender, physical abilities, academic abilities and/or, language capability.
- ✓ Staff have the right to teach / work in a safe, clean, and secure environment. This includes being shown respect and courtesy by families.

Our school's foundations

The foundations of our school are based on providing academic and social scaffolds to support student success and help each of us to shine as a Beenyup STAR.

Safe Tough Ambitious Respectful

AVID (Advancement Via Individual Determination), otherwise known to many of our students as moving up through your own hard work, supports student success through the use of academic and social scaffolds. Through the use of the Department of Education's Teach for Impact, the WICOR framework and other evidence based instructional strategies, students are able to 'move up through their own hard work'.

PBS stands for Positive Behaviour Support. It provides an operational framework for improving student academic and behavioural outcomes by ensuring that all students have access to the most effective and accurately implemented instructional and behavioural practices and interventions possible. PBS in WA supports the implementation of the WA Education Department's Student Behaviour in Public Schools policy with the focus on preventative, proactive strategies, and logical consequences.

PBS builds a continuum of supports for staff and students. At each level (or tier) we have an emphasis on outcomes in the form of agreed expectations for behaviour to support student learning and social behaviour. There is equal emphasis on the system supports that will be needed to build fluency with new or revised practice among all teachers and staff within the school.

Our STAR matrix outlines the expected behaviours of everyone in our school community and clarifies what our behaviours should sound, look, and feel like. The matrix breaks down each expectation into key skills which are taught explicitly through a whole school approach. These are taught in every classroom and consistently reinforced throughout the school by all staff.



Beenyup Primary School Positive Behaviour Matrix

	SAFE	TOUGH	AMBITIOUS	RESPECTFUL
The Beenyup Way	<ul style="list-style-type: none"> We walk on paved areas. We follow the Toilet Expectations We follow all adult instructions We keep our hands, feet and words to ourselves We wear a hat outside. 	<ul style="list-style-type: none"> We own our mistakes We work towards a solution. We THINK before we speak We bounce back from challenges with a positive attitude We congratulate and encourage others We ask for help when need 	<ul style="list-style-type: none"> We have high expectations of ourselves and others We are AVID Organised We set goals and persevere to achieve them We practise 'smart ignore' 	<ul style="list-style-type: none"> We walk in SHARP lines We practise SLANT listening We use appropriate language and volume when speaking We include and encourage others We put rubbish in the correct bin. We use drink fountains for drinking only We conserve our resources We respect our student Leaders
Learning Time	<ul style="list-style-type: none"> We use class equipment properly We walk inside 	<ul style="list-style-type: none"> We express emotions appropriately. We participate in learning 	<ul style="list-style-type: none"> We encourage others We welcome and act on feedback We celebrate our own and others successes We remain focused We persist even when we find tasks hard 	<ul style="list-style-type: none"> We let others learn We return equipment to the correct place We care for library books
Play Time	<ul style="list-style-type: none"> We use play equipment appropriately We play in the correct areas 	<ul style="list-style-type: none"> We include others in our games 		<ul style="list-style-type: none"> We take turns We agree on and follow game rules
Cyberspace	<ul style="list-style-type: none"> We keep personal information to ourselves We report cyber-bullying We use technology as instructed by our teachers 	<ul style="list-style-type: none"> We tell teachers if there is a problem We use available resources to solve problems 	<ul style="list-style-type: none"> We use technology to support learning 	<ul style="list-style-type: none"> We use respectful language at all times

Students are supported by a multi-tiered system of support starting with PBS and AVID

Behavioural systems

Tier 3 - Intensive

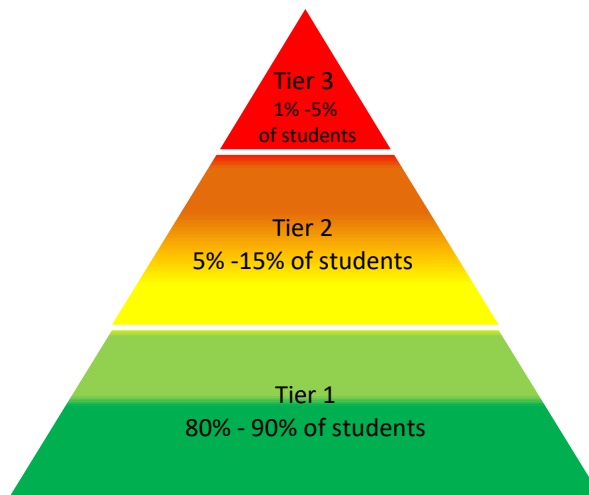
- Individual student
- Intensive systems and procedures for function based wrap around support
- Assessment based

Tier 2 - Targeted

- Some students (at risk)
- Check in / out
- Targeted social skills instruction
- Documented plan supports
- Peer based supports

Tier 1 – Core/foundation

- All students
- Preventative, proactive
- Explicitly teaching and encouraging expected behaviour



Academic systems

Tier 3- Intensive

- Few students
- Intensive individual documented plans
- Assessment based

Tier 2 - Targeted

- Some students (at risk)
- Small, targeted group work and support in class
- Possible eligibility for targeted school intervention programs
- Documented plans
- Targeted in class differentiation of content /process
- Peer based supports

Tier 1– Core/foundation

- All students, all settings
- Preventative, proactive
- Whole school instructional strategies and approaches

Roles and Responsibilities

Our Students will:

- ✓ Endeavour to attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
- ✓ Follow all school and classroom behaviour expectations.
- ✓ Follow the PBS STAR matrix.
- ✓ Ensure their behaviour does not impact on the safety, well-being and learning of others.
- ✓ Behave safely, considerately and responsibly, including when travelling to and from school.
- ✓ Care for property belonging to themselves, the school and others.
- ✓ Treat one another with dignity and respect.
- ✓ Show respect for teachers, fellow students, other staff and school visitors and not engage in any form of harassment, victimisation or intimidation.
- ✓ Let others learn by ensuring that their behaviour is not disruptive.
- ✓ Ensure that the school environment is kept neat and tidy.
- ✓ Be actively involved in upholding the Beenyup Primary Behaviour Management policy.

Our Parents will:

- ✓ Ensure their child/ren attend regularly and punctually.
- ✓ Ensure their child/ren's emotional and physical condition is optimal for effective learning. This includes supporting their child/ren to co-regulate so they can enter class calm and ready to learn.
- ✓ Teach their children to be responsible for their own behaviour.
- ✓ Support the school in the implementation of the school's Behaviour Management policy.
- ✓ Inform the school about concerns when necessary.
- ✓ Work with the school to seek positive solutions to issues in a courteous manner, including reporting issues to the teacher.
- ✓ Ensure that their child is provided with the correct materials to make effective use of the learning environment.
- ✓ Support the school in providing a high-quality education for their child.

In the event of severe misbehaviour resulting in suspension or loss of privilege, parents/carers have the RESPONSIBILITY to:

- ✓ Communicate regularly with the class teacher.
- ✓ Make arrangements (if necessary) to collect their child from school when required.
- ✓ Attend a meeting when requested, with the Teacher/ Administration and their child, to assist in resolving their child's behaviour in a respectful manner.

Our Team of Staff will:

- ✓ Establish positive relationships with students and parents.
- ✓ Model, explicitly teach and promote appropriate and expected behaviour of the PBS STAR matrix.
- ✓ Support the effective implementation of this policy.
- ✓ Develop and maintain a positive classroom environment.
- ✓ Ensure that the school environment is kept neat, tidy, and secure (aligned to AVID organisation and relevant policies).
- ✓ Ensure good organisation and planning (linked to a Plan, Teach, Assess cycle).
- ✓ Monitor, document, and report student behaviours to parents (teachers) and administration.
- ✓ Teach social competencies and strategies to prevent bullying.
- ✓ Have knowledge of school and Departmental policies relating to student welfare including bullying.
- ✓ Be proactive in playground supervision and classroom management and respond in a timely manner to incidences.

Our Teachers will:

- ✓ Model and explicitly teach the PBS STAR matrix.
- ✓ Implement the school's PBS system of rewards including positive incentives, both intrinsic and extrinsic, in their classroom behaviour education plan and reflective of the whole school PBS approach.
- ✓ Make regular parent contact for positive behaviour.
- ✓ Follow the student behaviour referral process with fidelity.
- ✓ Provide curriculum and pedagogy that supports students to develop an understanding of the school's expected behaviours. This includes explicitly teaching each aspect of Beenyup's PBS STAR matrix of expected behaviours.
- ✓ Provide curriculum and pedagogy that supports students to develop an understanding of bullying behaviour and its impact on individuals and the broader community.
- ✓ Develop individual plans as necessary.
- ✓ Display rules, as well as:
 - discuss Rights and Responsibilities
 - discuss consequences of behaviour
 - fully explain Behaviour Management processes
 - discuss ways to resolve conflict (restorative justice)
 - use the school's Tracking Sheet to record behaviours

- ✓ Ensure CMS (Classroom Management Strategies) are consistently used in the classroom.
- ✓ Maintain records of individual student behaviour.
- ✓ Ensure all staff (including specialists and relief staff) are aware of behavioural issues and management plans for students in their class.
- ✓ Keep clear records of student behaviour and parent contact (Tracking sheets, Academy, Integris, documented plans etc).

Administrators will:

- ✓ Provide leadership, advice and direction. Support to staff, parents and students in creating and maintaining a safe, secure and harmonious work environment for students and staff.
- ✓ Facilitate / coordinate training and development for staff, including induction for new staff.
- ✓ Disseminate DoE policy information and training to staff and ensure that all procedures are aligned with Department of Education guidelines.
- ✓ Liaise with all relevant stakeholders as needed.
- ✓ Monitor playground behaviour of students and regularly report data to staff.
- ✓ Support teachers to teach expected behaviour and to implement the school's behaviour policy.
- ✓ Work with complex welfare and discipline issues in a sensitive manner.
- ✓ Keep staff informed in relation to students experiencing difficulty as required.
- ✓ Support teachers to implement strategies to assist students to improve their behaviour.
- ✓ Oversee suspensions and complex welfare and discipline issues.
- ✓ Ensure that the school's policy is evaluated and reviewed at appropriate intervals.

Suspensions

Only the principal has the authority to make a decision to suspend a student; however, this responsibility is delegated to other staff (eg Deputy Principals) in particular circumstances. Regulations regarding suspension and detention can be found in: **Department of Education and Training's Student Behaviour Policy**.

Suspension is used when the breach of school discipline causes significant disruption to the student, other students or staff. Suspension is to be understood as a severe sanction, reserved for use in severe circumstances.

Work will be provided for the student to complete during the period of suspension where the suspension period is for three (3) or more consecutive days or totals more than five (5) days in the school year.

Suspension process

1. Principal determines if a breach of school discipline has occurred and its seriousness.
2. Parent / carer contacted.
3. Loss of good standing applied.
4. Suspension applied.
5. Return from suspension meeting convened (re-entry) and Good Standing contract developed to:
 - a. Focus on finding a positive solution.
 - b. Stop the behaviour occurring again.
 - c. Restore relationships.
 - d. Set conditions to return to school.
6. Student re-engaged in school.
7. Good standing re-instated after such a period approved by the Principal.

Suspension categories

Category name	Description
Physical aggression toward staff	Aggressive physical contact committed intentionally against staff.
Abuse, threats, harassment or intimidation of staff	Verbal or non-verbal actions that are abusive, harassing, intimidating or threatening, including stalking, sexual harassment, sexual innuendo and manipulation.
Physical aggression toward students	Aggressive physical contact committed intentionally against another student.

Abuse, threats, harassment or intimidation of students	Verbal or non-verbal actions that are abusive, harassing, intimidating or threatening, including stalking, sexual harassment, sexual innuendo and manipulation.
Damage to or theft of property	Direct or indirect damage to, or theft of, property.
Violation of your school's code of conduct or school or classroom rules	This covers student misconduct not addressed in any of the other categories that violate the school's code of conduct.
Possession, use or supply of substances with restricted sale	This category covers use or supply of substances such as cigarettes, alcohol and prescribed medicines, that are not in themselves illegal, but the sale of which may be restricted to persons over 18.
Possession, use or supply of illegal substance(s) or objects	The substances referred to in this category are those that are illegal under the Criminal Code Act Compilation Act 1913 (WA) . This includes weapons and illegal drugs.
Other	
E-breaches	Breaches under the Students Online in Public Schools policy and procedures or personal use of mobile electronic devices requirements. This includes breaches of an acceptable use agreement, appropriate use of online services agreement, and recording, distributing or uploading of inappropriate images or messages of students, parents or staff with reasonable link to the school.

Good standing

A loss of good standing is a sanction imposed as a result of a serious breach of discipline or ongoing breaches to the school's behaviour policy. A student who starts a fight, makes physical contact with the intention to harm another student or videos a fight; or uses or is in possession of vapes will automatically lose good standing and will not be permitted to participate in specific school events. Where a loss of good standing has been imposed, supervision and appropriate educational instruction will be provided to the students not permitted to take part in non-curricula school events. Please refer to our Good Standing policy for further details.

Exclusion

The principal may recommend to the Director General that a student be excluded from attending the school as part of a school's behaviour support plan. Only the Director General may exclude a student. Exclusion may be temporary or permanent. An exclusion order is the most extreme sanction that can be applied to a student in a public school and as such should be reserved for the most serious breaches of school discipline. The Department continues to have responsibility for providing an education for any student who is excluded.

Weapons on school site

A weapon is 'anything serving as an instrument for making or repelling an attack'

Controlled weapons include those used in the practice of a martial art, sport, act or similar discipline such as swords, machetes and spear guns. Prohibited weapons are any items that have no other purpose other than as a weapon such as firearms, spray weapons, flick knives and switch blades.

Incidents involving weapons will be dealt with as a serious breach of discipline and students suspended immediately as per the *School Education Regulations 2000 43(1(b))*.

Police will be contacted if a weapon is deemed to be prohibited or controlled.

Drugs and illicit substances

All medication is kept in the medical office and is administered by the school officer or members of administration. Parents must fill in medical forms and hand any medication into the front office for safe keeping and administration. Any student found with medication should be directed to hand it in at the office.

The possession or use of illegal substances by students at school is not acceptable under any circumstances. Students with any illicit substances are to be sent immediately to a member of administration and their parents will be contacted. If illicit drugs are found on school grounds, administration must be informed.

Bullying

All members of our school community are committed to ensuring a safe and supportive environment where all members have the right to be respected and have a responsibility to respect each other. Bullying is unacceptable at Beenyup PS.

Bullying is a misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons (imbalance of power). Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. However, these conflicts still need to be addressed and resolved.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance).
- not liking someone or a single act of social rejection.
- one-off acts of meanness or spite.
- isolated incidents of aggression, intimidation, or violence.

Positive Behaviour Support linked to the explicit teaching of expected behaviours, feedback and positive reinforcement will be used at Beenyup PS to prevent and respond to incidences of bullying.

Technology and Cyber bullying

- The use of mobile phones for all students will be banned from the time they arrive at school to the conclusion of the school day. This includes before school and at break times. Students are not permitted to have mobile phones in their possession during the school day.
- Mobile phones must be switched off and taken to the administration office before the school day begins and collected at the end of the school day as per our school's Mobile Phone policy. Students will need to sign in and out their mobile phones at the Administration Office. Beenyup Primary School will securely store student mobile phones during the school day.
- Students who do not comply with the mobile phone policy will have their mobile phone confiscated and held at the administration office. The parent/carer will be informed and requested to collect the mobile phone at their earliest convenience.
- When the school becomes aware of any messaging that is considered teasing or bullying parents will be contacted, as will the victim's parents. Any student whose mobile telephones contain explicit or inappropriate content may be suspended. If any student is found to have posted inappropriate material to social media, their parents will be contacted, and an appropriate consequence given; this may include suspension under certain circumstances and is at the discretion of the principal or delegate.

If the school network is used for bullying or posting inappropriate materials, restorative justice processes will be used to support the student "make it right" with the victim. Parents will be contacted. There will be a period of time where the students will not be able to use the school's network. Suspension may occur.

Self -Harm and Suicidal Behaviour

Strict procedures must be followed. Staff must follow the Self -Harm and Suicidal Behaviour quick reference guide.

Student behaviour referral process



Response is brief, calm, and respectful.

Positive student behaviour is essential to promote engagement in learning and to maximise the impact of classroom teaching. Staff will use low key responses as preventative strategies to support students in making positive behaviour choices throughout each part of the process and use restorative practice to maintain positive relationships with students.

← Minor or Major behaviour →

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Teacher actions:
Step 1- Reminder
✓ Prompt (low key responses)
✓ Reteach (tell, show, practice, praise)
Short Sharp Clear

Behaviour stops

Positive reinforcers
✓ Free & frequent
✓ Verbal
✓ Class rewards

Behaviour continues

Step 2 - Redirection
✓ Redirect (STAR matrix)
✓ Provide choice
✓ Educative consequences

Step 3 - Reflection
✓ Reflection time
✓ Re-entry chat
✓ Teacher contacts parent / guardian

Step 4 - Referral
✓ Office referral (yellow form)
✓ Admin data entry of referral
✓ Teacher contacts parent/ guardian & documents
✓ Return student to office if required.

Minor or Major? Teachers to ask themselves:

1. Is it preventing me from teaching (or others learning?)
2. Is it causing significant distress to myself or others?
3. Will it take me away from teaching for longer than 2 – 3 minutes to resolve?
4. Is the intent of the behaviour to hurt / harm others?

Immediate Office referral

1. Is it unsafe?*
2. Is it against the law?

Teacher actions:
✓ State expected behaviour
✓ Send red card to office
✓ Complete red behaviour referral form

Administration actions:
✓ Review incident
✓ Reflection
✓ Determine consequence
✓ Inform relevant staff
✓ Enter data record

✓ Follow through on resolution / consequence
✓ Communicate with class teacher
✓ Communicate with parent / guardian (Teacher / Admin)

Behaviour review
✓ Repeated behaviour referral
✓ Parent meeting
✓ Behaviour plan with Tier 2 / 3 strategies implemented

Each class follows this behaviour referral process and has the following charts displayed in their classrooms.



REMINDER

- This is a reminder from my teacher to think about my behaviour.
- I need to focus on my learning.
- My behaviour may be affecting other people.

★ THINK

Am I following our school expectations?
 What could I try to do differently?
I can still turn my day around.





REDIRECTION

- I need another reminder about my behaviour.
- I may need help from others to follow school expectations.
- I need to listen to my teacher, and they will help me get back on track.

★ THINK

How is my behaviour affecting others?
 My teacher can help me. How do I ask for help?
I can still turn my day around.





REFLECTION

- I need time away from learning to reset.
- My behaviour is distracting others.
- I need to think about how I can get back on track. My teacher can help me.

★ THINK

How is my behaviour affecting others?
 My teacher can help me. How do I ask for help?
 What is in my toolbox that I can use?





REFERRAL

- I am not following school expectations.
- My parents will be contacted by staff.
- I may receive a consequence for my behaviour.
- I will return to my class after speaking with a school leader.



Rewards

PBS class rewards are earned through demonstrating STAR behaviours both in and outside of the classroom. STAR points / tokens are given by staff during learning times and at play times via the STAR points system. These rewards are earned by the whole class and will usually occur approximately 3 - 4 times per term. These are for the whole class.

PBS whole school rewards are also held throughout the year when the school reaches the total target points. ALL students participate in PBS rewards.

In addition to PBS class rewards, examples of positive incentives for student behaviour management may include:

- ✓ Verbal praise from staff, parents and community members
- ✓ Stamps, stickers
- ✓ Prize box
- ✓ Merit certificates
- ✓ Faction total rewards
- ✓ Whole school PBS rewards
- ✓ Aussie of the Month
- ✓ Brilliant Kids Morning Tea
- ✓ Reward play
- ✓ Positive notes to parents and students

Reward Play

To encourage regular attendance, punctuality and good behaviour choices, our students will be eligible for a bonus reward play. These children will receive a reward play twice per term. This is an additional reward only for eligible students as it is part of our Good Standing policy. It is different to the whole school PBS rewards which include ALL students.

To be eligible for a bonus reward play, students will have:

- ✓ No suspensions or unexplained absences.
- ✓ No behaviour incidents beyond 3 play time reflections/ class referrals recorded on SIS.
- ✓ No outstanding overdue library books.
- ✓ No more than 5 uniform passes.
- ✓ No more than 5 late notes.
- ✓ No use or possession of vapes
- ✓ No Mobile phone possession / use (must be stored in office).

Non-curricula activities and events

- ✓ Non-curricula events include but are not limited to:
- ✓ Excursions, camps/ Big Days Out
- ✓ Interschool carnivals
- ✓ Choir
- ✓ Running Club

Non-curricula activities refer to the more engaging 'fun' ways teachers create learning experiences for our children such as hands on learning, integrating technology, cooking and creativity. Students who have lost Good Standing will continue to have access to education but may not participate in some of the more engaging 'fun' ways of learning the required skills and knowledge.

For students working on an Individual Behaviour Plan to support the development of acceptable behaviour, school administration may use their discretion and deviate from the above process.