



# Plan for Positive Student Behaviour

Updated July 2022 (behaviour matrix added)

*High Wycombe aims to provide a happy, safe and stimulating environment sensitive to the needs of all. Each child will be encouraged to be the best person they can be. We will provide learning opportunities so that children are equipped to deal with the challenges of a changing world.*

Commitment to Growth

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Our *Plan for Positive Student Behaviour* outlines our systems for defining and encouraging expected behaviours, preventing unproductive behaviours and responding to unproductive behaviours. The goal of our plan is for every student at High Wycombe Primary School to receive the support needed to learn and maintain positive behaviour. We are guided by the WA Positive Behaviour Support (WAPBS) school framework. Within this framework we are committed to building a continuum of support for staff and students to enable them to positively demonstrate behaviour expectations. All staff will explicitly teach behaviour expectations and look for ways to positively acknowledge behaviour success.

Related Documents: Department of Education WA *Student Behaviour in Public Schools Policy* and *Student Behaviour in Public Schools Procedures*.

## Code of Conduct

Our school community has identified the following behaviour expectations to teach and promote our high standards of positive behaviour:


**Give your personal best**

**Respect**

**Our safety**

**We are responsible and resilient**

These core expectations are represented as GROW and underpin the High Wycombe Primary School Behaviour Expectations (to be added). We emphasise the importance of explicitly teaching students the behaviours we expect to be demonstrated at school. By teaching expected behaviours to all students we can prevent unproductive behaviours and provide a framework for responding to unproductive behaviour.

	<b>G</b> Give your personal best	<b>R</b> Respect	<b>O</b> Our safety	<b>W</b> We are responsible and resilient
<b>Whole School</b>	<ul style="list-style-type: none"> <li>We code switch for school</li> <li>We encourage others</li> <li>We wear the school uniform correctly</li> <li>We are good citizens</li> </ul>	<ul style="list-style-type: none"> <li>We listen actively</li> <li>We keep our school clean and tidy</li> <li>We move quietly between classes</li> </ul>	<ul style="list-style-type: none"> <li>We use areas as intended</li> <li>We move around as instructed</li> </ul>	<ul style="list-style-type: none"> <li>We ask for help when needed</li> <li>We are mindful of others when moving around the school.</li> </ul>
<b>Learning Areas</b>	<ul style="list-style-type: none"> <li>We have a go at all tasks offered</li> <li>We listen to and follow instructions</li> <li>We present work to a high standard</li> </ul>	<ul style="list-style-type: none"> <li>We handle all equipment with care</li> <li>We accept staff decisions</li> <li>We are mindful on how we communicate with others</li> </ul>	<ul style="list-style-type: none"> <li>We keep our hands and feet to ourselves</li> <li>We enter the classroom with a teacher</li> </ul>	<ul style="list-style-type: none"> <li>We persevere and work productively</li> </ul>
<b>Outside</b>	<ul style="list-style-type: none"> <li>We include others</li> <li>We take turns</li> <li>We follow game rules</li> </ul>	<ul style="list-style-type: none"> <li>We give others their personal space</li> <li>We speak kindly</li> <li>We accept consequences for our actions</li> <li>We follow staff instructions</li> <li>We care for our environment</li> </ul>	<ul style="list-style-type: none"> <li>We use equipment correctly</li> <li>We listen and respond to instructions</li> <li>We wear wide-brimmed hats</li> </ul>	<ul style="list-style-type: none"> <li>We own our actions and words</li> <li>We bounce back from challenges and setbacks</li> <li>We put our rubbish in the bin</li> <li>We resolve disagreements calmly</li> </ul>
<b>Community</b>	<ul style="list-style-type: none"> <li>We represent our school with pride</li> </ul>	<ul style="list-style-type: none"> <li>We speak politely and use appropriate manners</li> <li>We consider our surroundings</li> </ul>	<ul style="list-style-type: none"> <li>We follow instructions and directions</li> </ul>	<ul style="list-style-type: none"> <li>We participate in all activities</li> </ul>

## Definitions

Behaviour expectations- The list of behaviours that are expected at High Wycombe Primary School

Unproductive behaviour- A behaviour that is not in alignment with the school behaviour expectations or a behaviour that interrupts the smooth running of the school. Other terms used might be undesirable, inappropriate or unacceptable behaviour.

## Roles and Responsibilities

Staff will:

- Implement the *Plan for Positive Behaviour* consistently and in line with the WAPBS framework
- Display, teach and model the school behaviour expectations
- Maintain records of individual student behaviour
- Communicate regularly with parents/carers about both positive and unproductive behaviour
- Develop and implement individual plans to address continuing behaviour concerns

## Teaching and Classroom Management Strategies that Support Student Behaviour

All students and staff will use the school's behaviour expectations to guide positive behaviour choices within the school setting. Students will be explicitly taught the behaviour expectations and given opportunities to practise, reflect and self-correct their behaviour. This will be done through a range of whole school activities including:

- Setting classroom behaviour expectations visually and revisiting these often
- Regular, explicit WAPBS lessons taught during class time by classroom teachers
- Explicit teaching and reinforcement of school-wide procedures
- Specialist teachers teaching and encouraging expected behaviours and procedures.
- Explicitly teaching what will happen when unproductive behaviours are displayed

The Values for Australian Schooling complement this and are promoted in assemblies, displays and classroom teaching programs. The values are:

Care and compassion

Doing your best

Fair go

Freedom

Honesty and trustworthiness

Integrity

Respect

Responsibility

Understanding, tolerance and inclusion

To reinforce and acknowledge positive behaviour, staff and students may engage in a range of positive choices including:

- specific positive feedback (verbal, written)
- positive notes, phone calls and letters from staff to parent/carer
- rewards as per individual classroom encouraging expected behaviour system
- visits to other teachers and school leaders
- faction tokens
- resiliency tokens
- recognition (school newsletter, classroom)
- excursions/incursions
- Aussie of the Month
- Honour Certificates
- End of Term Awards

### **Strategies for Communicating to Parents/Carers**

Teachers will regularly communicate students' behaviour and progress to parents/carers and engage both students and parents/carers in working towards success in positive behaviours at school. Communication strategies include:

- Regular and prompt communication of behaviour success and any behaviour concerns, ensuring all record keeping is completed comprehensively
- Student Internal Referral Forms will be documented on Integris for whole school data gathering and effective communication with teachers, students and parents/carers
- Teachers, collaborating with the leadership team and parents, will develop and follow Individual Behaviour Plans developed with input from students

Parents will be contacted about any major behaviour that is managed by a Deputy Principal or Principal.

### **Responding to Unproductive Behaviours**

When responding to unproductive behaviours, the individual circumstances and actions of the student, and the needs and rights of students and school community members are considered at all times. Unproductive behaviours are categorised into minor and major behaviours.

Minor behaviours are managed within the classroom using low key responses and classroom management strategies. Students may be removed from the activity, change seats, lose a privilege, move to a calm spot in the classroom, late release (5 minutes) to recess or lunch, or conference with the teacher in managing unproductive minor behaviours.

Minor behaviours include:

- Disrupting learning
- Answering back or arguing
- Annoying others, excluding others
- Calling out
- Damaging personal property

- Disengaged, work avoidance
- Dishonesty/cheating/lying
- Inappropriate language
- Littering
- Not following instructions
- Rough play
- Teasing/put downs

Major behaviours are documented on a Student Internal Referral Form and managed by the Deputy Principal or Principal. Students will receive a consequence, and the opportunity to reflect, re-learn and rehearse appropriate behaviour. If applicable, a restorative process will be conducted. Parents will be contacted.

Major behaviours include:

- Abuse, threats, harassment or intimidation of students or staff:
  - bullying,
  - cyberbullying,
  - sexual nature,
  - threatening gestures
- Damaging school property
- Defiance which causes risks to safety
- Major disruption to the learning environment
- E-breaches
- Graffiti (major)
- Physical aggression high intent
- Possession, use or supply of substances and inappropriate materials or object
- Theft
- Use of a weapon

A suspension may be used when a student:

- breaches school behaviour expectations repeatedly;
- causes significant disruption to other students or staff; and/or
- attacks others, uses physical aggression or instigates fights.

A suspension is used for the purpose of providing an opportunity:

- for the student, other students and staff to calm and recover; and/or
- for all to reflect on and learn from the incident, including where appropriate participating in restorative processes; and/or
- for the school to evaluate existing behaviour support plans, meet with any internal or external stakeholders, seek advice on how better to support the student, and put in place any adjustments to plans, resources, staff or strategies that may be required; and/or
- for the parent to meet with the school to discuss how to improve coordination between school and home to help the student behave appropriately at school.

Only the principal has authority in the school to make a decision to suspend a student. The principal will take into consideration age, developmental and psychological factors, as well as, all events leading up to incidents of unproductive behaviours.

## Physical contact

Staff must only use reasonable physical contact once other less intrusive alternatives have failed and as a last resort, for example, if there is risk of imminent harm to the child or others. Examples of physical contact include escorting a student by the arm or hand, holding, guiding or shepherding. Before any form of physical contact is used with a student, staff must consider the:

- age of the student;
- situation in which it is to be used;
- the purpose of the physical contact; and
- the likely response of the student.

## Documented Plans:

When a student presents with challenging behaviours or displays a pattern of unproductive behaviour, an Individual Behaviour Plan will be written by the classroom teacher. These plans should target behaviour, outline positive and negative consequences and regular review dates to ensure student collaboration and communication with all parties. Any student demonstrating behaviour putting themselves or others at risk must have a Risk Management Plan. All documented plans should be written in consultation with parents.

External agencies may be consulted when managing student behaviour. When utilising external agencies:

- consult first with appropriate school supports, including line manager, learning support coordinator, school psychologist and relevant specialists, to assist in better catering for individual student needs;
- consult with parents about referrals to services

## Measures to address other aspects of behaviour:

- **Bullying:**

**Rationale:** Bullying is a learned behaviour which is unacceptable. However, bullying behaviours can be changed. High Wycombe Primary School takes an educative approach to managing and preventing bullying. Our processes and activities promote the development of the values and behaviours that create and maintain inclusive, safe and supportive environments.

**Vision:** The High Wycombe Primary School community is 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.

**Definitions:** 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 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.<sup>1</sup>

### Rights and responsibilities of school community members

Students, staff, parents and community members have the right to be safe, supported and included in the school environment and to be treated with respect.

Students, staff, parents and community members are responsible for showing respect and tolerance towards others, and upholding the school's positive behaviour support program.

MEMBERS	RIGHTS	RESPONSIBILITIES
<b>School leadership</b>	<ul style="list-style-type: none"> <li>• is supported by the school community in developing the school's plan to prevent and effectively manage bullying</li> <li>• is supported by the school community in implementing the strategies and programs under the school's plan</li> </ul>	<ul style="list-style-type: none"> <li>• fosters a safe and supportive climate across the school</li> <li>• provides leadership in resourcing the school's plan</li> <li>• ensures plans are clear and publicly available to the school community</li> <li>• ensures the school community is informed of the plan</li> <li>• implements the plan</li> <li>• supports staff to implement the strategies and programs under the plan</li> </ul>
<b>Staff</b>	<ul style="list-style-type: none"> <li>• feel safe and supported in the workplace</li> <li>• are informed by school leadership of the school's plan on bullying</li> <li>• have access to professional learning in preventing and effectively managing bullying</li> <li>• have access to curriculum resources suitable for supporting students in building positive relationships, resiliency, safety and bullying prevention (including social/emotional learning)</li> </ul>	<ul style="list-style-type: none"> <li>• promote and model positive relationships</li> <li>• participate in developing the school plan</li> <li>• identify and respond to bullying incidents</li> <li>• deliver the strategies and programs to students in responding to bullying effectively</li> <li>• promote effective bystander behaviour</li> <li>• promote social problem-solving</li> <li>• use appropriate terminology when referring to bullying and the students involved</li> </ul>
<b>Students</b>	<ul style="list-style-type: none"> <li>• have access to curriculum that supports the building of resiliency and social skills</li> <li>• are informed by staff of the school's plan on bullying</li> <li>• are provided with supports by staff to stop bullying</li> </ul>	<ul style="list-style-type: none"> <li>• understand and value the concepts of inclusion and tolerance</li> <li>• identify and respond effectively to bullying</li> <li>• are aware of themselves as bystanders</li> <li>• seek help for themselves and others as needed</li> </ul>
<b>Parents</b>	<ul style="list-style-type: none"> <li>• are treated with respect</li> <li>• are confident their children are provided with a safe and supportive school environment</li> </ul>	<ul style="list-style-type: none"> <li>• support and encourage children to treat others with respect and tolerance</li> </ul>

<sup>1</sup> *Bullying. No Way!* website [www.bullyingnoway.gov.au](http://www.bullyingnoway.gov.au)



	<ul style="list-style-type: none"> <li>• are provided with access to information on the prevention and management of bullying by the principal</li> <li>• are informed by the principal of the school's plan and opportunities to participate</li> </ul>	<ul style="list-style-type: none"> <li>• model appropriate behaviours and teach children appropriate social skills including conflict resolution</li> <li>• act in accordance with the school plan if they observe/know about bullying</li> <li>• encourage children to report bullying incidents</li> <li>• work effectively with the school in responding to bullying</li> </ul>
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### Whole-school prevention strategies

The school will:

- develop a positive whole-school plan based on the teaching and recognition of respectful and pro-social behaviour
- promote student wellbeing and behaviour through the resiliency and values programs
- provide support to students through the school chaplaincy program
- develop supportive and inclusive classroom environments and incorporate anti-bullying and cyber safety messages into the curriculum
- implement pro-active playground strategies, including visible and active supervision, a variety of playground activities, problem-solving support
- respond to playground issues in a positive and consistent manner
- raise awareness through participating in events and activities, such as Bullying. No Way! day, cyber-safety seminars.

### Procedures and actions to respond to bullying behaviours

When a student reports bullying behaviour, staff will:

- take the concern seriously, listen and respond to the student
- provide support to the student
- resolve the bullying with all students involved using the LATE model
- provide support to promote recovery and resilience
- implement case-management for students involved in persistent bullying

**L: LISTEN:** Actively listen, and ensuring that adults do not engage in behaviours that imply we don't have time to fully listen to the child's concern.

**A: ACKNOWLEDGE:** Regardless of whether we believe it *should* be a cause of concern for the child, we need to acknowledge that it is. Even throw-away lines like, "Oh don't worry about it" can imply to kids we're not taking them seriously.

**T: TALK ABOUT OPTIONS:** This is most powerful when the child comes up with the options. We can facilitate a conversation that explores the pros and cons of each option, but as with most things, when the individual comes up with a solution, they are more likely to put that into action.

**E: END WITH ENCOURAGEMENT:** Encouraging the child to put into action what has been discussed and setting a time for a follow up chat is essential. Also acknowledging again that, whilst it doesn't guarantee success, they did the right thing by seeking help.

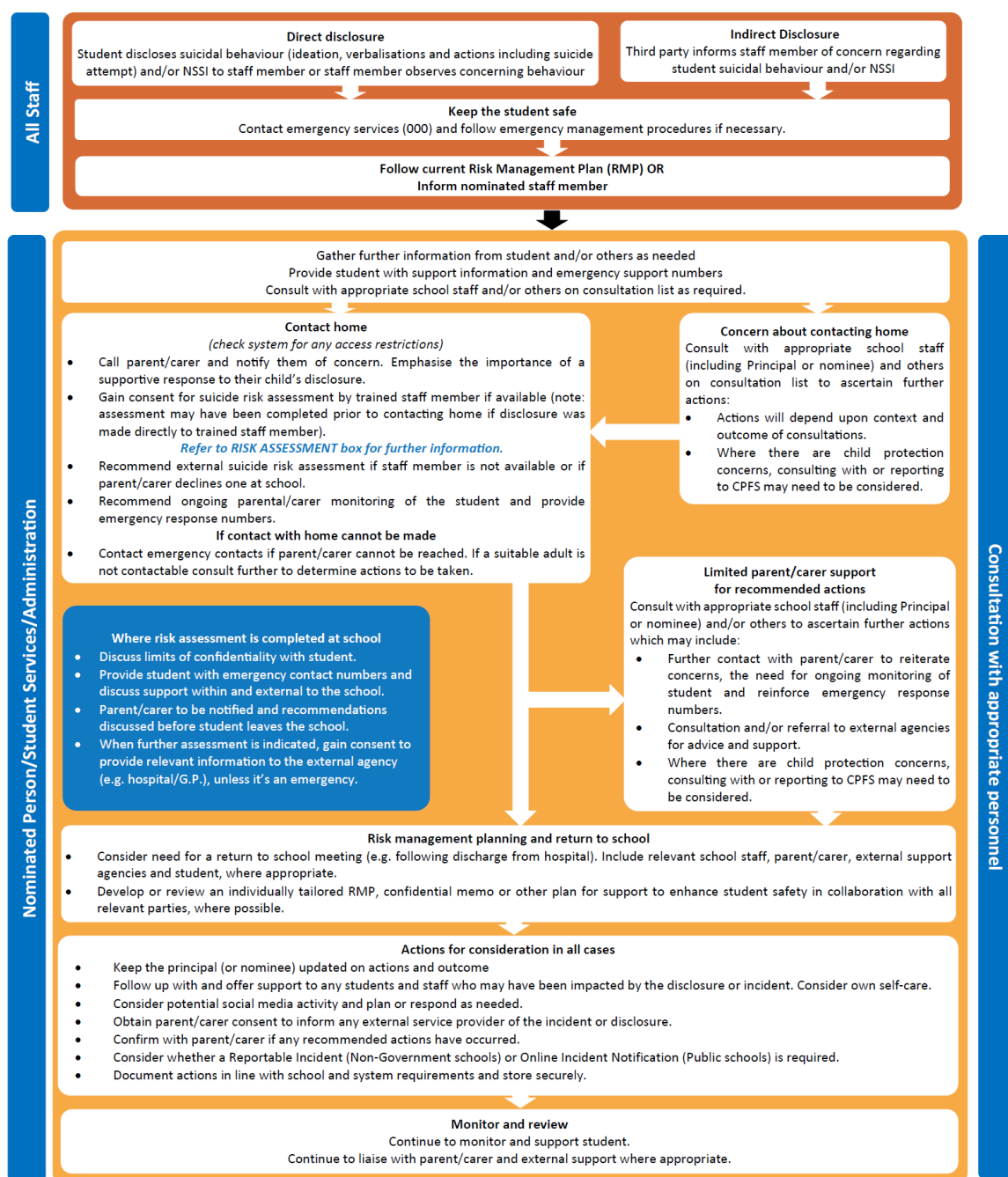
**Note:** Refer to the Student Behaviour policy and procedures in situations that have resulted in significant harm or where violence has occurred.

## • Protective behaviours

Protective behaviours education is to be taught using the WA Education Department online protective behaviour resources. This is a personal safety program designed to equip children with the knowledge and skills to act in ways that reduce the likelihood of abuse occurring and help them to report abuse and to seek help if abuse occurs. It teaches students to:

- assert their right to feel safe,
- listen to what their body tells them,
- follow-up by taking action to either solve problems on their own or to seek assistance from other people.

## • Suicidal Behaviour and/or Non-Suicidal Self-Injury



## **Mobile phones and electronic devices**

The Department of Education does not permit student use of mobile phones in public schools unless for medical or teacher directed educational purpose.

It is important to note that it is not a requirement at High Wycombe Primary School for students to have a mobile phone at school.

High Wycombe Primary School recognises that an increasing number of parents/carers who for safety, security and/or emergency purposes wish to provide their children with mobile phones. This policy details the conditions under which mobile phones are permitted at High Wycombe Primary School.

### **Conditions of Use**

- The use of mobile phones for all students will be banned from the time they arrive at school to when off school grounds at 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 and other devices with cellular data (e.g. smart watches) must be switched off and handed to the classroom teacher before the commencement of the school day. Students can collect their mobile phone at the end of the school day. The classroom teacher will clearly identify and secure the students mobile phone.

### **Exemptions and Communication**

- Exemptions to this ban include where a student requires a mobile phone:
  - to monitor a health condition as part of a school approved documented health care plan; or
  - under the direct instruction of a teacher for educational purposes; or with permission of a teacher for a specified purpose.
- While at High Wycombe Primary School, students are the responsibility of the school. All communication between parents and students, during school hours, should occur via the school's administration.

### **Breaches of this Policy**

- Breaches of this policy will be managed in accordance with the *School Behaviour Management Policy and Procedures*.
- Students who do not comply with this 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.

## **Record-keeping**

Student behaviour is recorded in Integris. This includes positive behaviour where a formal acknowledgement is given, such as an honour certificate. Unproductive behaviours are also recorded in Integris, clearly documenting the behaviour, actions and contact made to parents.

## **Good Standing**

Good Standing emphasises the importance of students taking responsibility for the choices they make on a daily basis, which impact themselves and others academically and socially. Good Standing is part of the whole school Student Behaviour Plan and aims to provide regular acknowledgement and recognition for the majority of students who consistently behave and act according to the school behaviour expectations.

Good Standing is when a student has one or more good standing points. At the beginning of each term all students will automatically receive two good standing points. Students will need to maintain a minimum of one good standing point to participate in the end of term reward and other extra activities. To maintain these points, students must follow the behaviour expectations.

Students may lose their 'Good Standing' as a consequence of:

- Suspensions – 2 points
- Withdrawals – 1 point
- Inappropriate behaviour whilst participating and representing the school in extra-curricular activities and excursions – 1 point

### **Consequences of Losing Good Standing**

- Students who have lost good standing will be unable to participate in the end of term rewards and other extra non-curricular activities.
- Parents will be informed.
- If a Prefect or Faction Captain loses their Good Standing, they will lose the right to wear their badge and do their duties for five weeks.
- Year 6 students who lose their Good Standing three times in a year will jeopardise their participation in the Year 6 Social, excursion and/or graduation.

### **Earning a Good Standing Point back**

- Following loss of their 'Good Standing' students must demonstrate expected behaviour for a period of twenty consecutive days at school.
- Successful completion of this time will result in one good standing point being reinstated.
- When a student has zero points and receives a consequence that results in the loss of a good standing point, an additional 5 days are added to the time to earn back good standing.

## **Board consultation**

The board is consulted annually on this plan.