Student Behaviour Education Policy

Wellard Village
PRIMARY SCHOOL

Wellard Village Primary School Student Behaviour Education Policy

Purpose

In accordance with the Department of Education's Student Behaviour Policy, Keeping our Workplace Safe and the WA Positive Behaviour Support framework (PBS), Wellard Village Primary School has a Student Behaviour Education Policy, that guides positive behaviour education and outlines procedures for behaviour management.

This policy is also supported by the Wellard Village Primary School, Good Standing Policy that works in conjunction with the whole school Student Behaviour Education Policy. This policy has been developed by the WVPS Leadership Team. Any review or future changes will be made by the school's PBS and Behaviour Focus Group with the endorsement of the WVPS School Board.

Our policy in accordance with the 2023 DOE policy procedures, is a whole school behaviour support plan that:

- Identifies and communicates the rights and responsibilities of all students and staff to engage in building positive behaviour
- Utilises multi-tiered systems of support that are responsive to student needs (PBS)
- Incorporates restorative principles, systems, and practices
- Builds staff capability through training and support to teach and sustain positive behaviour
- Uses available intensive behaviour supports for students with diverse and complex needs

Behaviour Definitions

The Department of Education Student Behaviour in Public Schools Policy (2023) defines behaviour as "The way in which a person acts or responds to a particular situation or stimulus at school and/or in the community." This may be in response to internal factors such as thoughts and feelings, or external factors such as the physical environment or other people. This means that getting to know students and how they respond to the school environment is an important part of understanding individual behaviour and influencing positive outcomes at school.

Principles of Behaviour

Research in Individual and Behavioural Psychology has influenced our understandings of how behaviour is formed and can be shaped. Alfred Adler proposed that all behaviour is goal oriented and that individuals are motivated to seek belonging by the way they function in social systems. He suggested that humans develop patterns of responding to and interpreting their environment based on experience (Adler, 1956). The following principles have been informed by Adler's work and the work of subsequent theorists and support our understanding of student behaviour. Specifically:

- Behaviour is learned – and can therefore be taught and positive change facilitated.
- Behaviour is purposeful – it meets a need or serves a purpose (i.e. has function) and can therefore be made sense of and catered for.
- Behaviour is communicative – it is the student's best way to communicate unmet needs (within the resources available to him/her).
- Behaviour is contextual – it is influenced by the context in which it occurs (including developmental, cultural, and environmental contexts), and can therefore be modified by manipulating variables in the immediate environment.

Students learn through interactions from an early age and may try a range of behaviours to get a desired response or to meet their needs. Behaviours which achieve the student's goals are likely to continue and may become characteristic ways of behaving.

Bullying Definition

Bullying is an ongoing deliberate misuse of power in relationships through repeated verbal, physical and social behaviour. There are several types of bullying, such as:

- Verbal bullying- insults, teasing, intimidation, racist remarks
- Physical bullying- hitting, tripping, damaging property
- Social bullying- spreading rumours or lies, excluding others, damaging someone's social reputation

- Cyber bullying- intentional and repeated harm inflicted using computers, phones, and other electronic devices

At WVPS, bullying is taken very seriously and is treated as a major breach. Behaviour management processes will be followed accordingly, by a member of the administration team.

Rights and Responsibilities

Students

Rights	Responsibilities
• Learn in a purposeful, connected, and inclusive environment. • Feel like they belong to the Wellard Village school community, by being treated as a courageous, compassionate, and responsible individual. • Learn and play in a safe, secure, friendly and clean environment. • Be heard. • Receive respect and kindness from others. • Make mistakes and learn from them. • Learn within an engaging curriculum that meets their individual needs. • Be free from bullying and cyber-bullying. ○ Cyber - bullying is abusive texts and emails. Intimidating others online. Excluding others online. Tagging others inappropriately. Posting unkind messages or inappropriate images on social networking sites.	• Attend school every day. • Arrive to school on time and be prepared for the day. • Follow our whole school behaviour expectations. • Set goals and work towards achieving them. • Be an active participant in the learning process. • Ensure their behaviour is not disruptive to the learning of others. • Behave in a way that protects the safety and wellbeing of others. • Accept consequences for their actions and learn from good choices. • Ensure that the school environment is kept neat and tidy. • Value and respect the whole school community. • Communicate issues and concerns to parents and teachers. • Not to bully others. Bullying is the conscious desire to hurt, persecute, intimidate, exclude or put down another through looks, actions or words. Bullying is unacceptable and will not be tolerated. • Not to engage in Cyber-bullying which involves the use of information and communication technologies to support deliberate, repeated and hostile behaviour by an individual or group, that is intended to harm others.

Parents

Rights	Responsibilities
• Be informed of their child's progress. • To be informed of the school's mission, values and beliefs. • To be informed of the school's behaviour expectations for students. • To be informed of whole school procedures in relation to all school matters. • To be a collaborative partner in the decisions affecting their child's education, health and welfare. • Where relevant, be a collaborative partner in the development of individual education plans. • Receive respect, courtesy and kindness from others.	• To read and respond, where necessary to all school communication (Compass, emails, newsletters and phone calls). • Ensure that your child attends school (when well) and is on time every day. • To be an active participant in your child's learning journey. • Communicate with all WVPS staff members in a respectful, courteous, and kind manner. • Model and demonstrate courageous, compassionate, and responsible behaviour in front of your children. • Engage in dialogue about your child, away from your child.

• Be heard in an appropriate forum on matters related to the rights of their child's education.	• Show respect and kindness to all members of the school community. • Inform staff of any concerns regarding your child's health or welfare that may impact upon learning. • Ensure your child has the materials to participate in all learning activities. • Support the school in the education of your child.

Staff

Rights	**Responsibilities**
• Teach in a purposeful and non-disruptive environment. • Be treated with respect, courtesy, kindness and honesty by students, parents, colleagues and leaders. • Work in a clean, safe, secure, and friendly environment. • Work in an environment that embodies and upholds the DoE Code of Conduct. • To work in an environment that fosters a culture that empowers collaboration, collegiality, and collective efficacy. • Receive cooperation and support from parents.	• Establish positive relationships with students and parents. • Ensure all students, parents/ carers, community members feel welcome, by greeting people. • Greet students at the door every morning. • Operate positively in harmony with the direction set by the DOE Code of Conduct. • Implement the Positive Behaviour Support plan. • Know the school behaviour expectations and incentives and use consistency when applying them. • Model and demonstrate courageous, compassionate, and responsible behaviour. • Model resiliency and an ability to learn from mistakes. • Show respect and kindness to all members of the community. • Communicate regularly with parents through email and Compass, ensuring they are active participants in the learning journey. • Report student progress to parents and students • Provide an engaging curriculum, that is well balanced with explicit teaching, play-based learning, and inquiry. • Plan collaboratively with team members to provide consistency across year levels. • Ensure that the school environment is kept neat tidy and secure.

Positive Behaviour Support (PBS)

At Wellard Village Primary School, we use the PBS whole school approach to positive student behaviour and engagement. Using WA PBS as a whole school approach at our school will:

- Build a consistent approach to positive behaviour expectations
- Develop a common language and understanding of positive behaviour
- Enable us to develop procedures for responding to behaviour errors, with a focus on re-teaching
- Identify when behaviour should be managed by the teacher or referred to school leaders
- Have a focus on data, by using discipline data to help:
    - track progress.
    - identify areas for intervention.
    - track the effectiveness of interventions.

Support for developing positive behaviour (det.wa.edu.au)

Our Behaviour Matrix

Our school wide behaviour matrix will be used to be build a consistent approach to positive behaviour expectations.

Having clear expectations for behaviour in every classroom helps to create a positive learning environment that provides all students with a sense of feeling safe and secure at school. Our expectations will:

- Be clearly expressed expectations that include student voice (where possible).
- Allow for flexibility in expectations and limits when required for individual students.
- Be within the student's ability.
- Allow for opportunities for the student to 'step away' when they need to, not be sent away.

OFFICIAL

Wellard Village Primary School Behaviour Matrix 2026

	Be Courageous	Be Compassionate	Be Responsible
Inside	I have a go during morning circle discussions. I have a can-do attitude and a growth mindset. I set goals and work towards them. I listen to and take on feedback to improve my learning. I ask questions and seek clarification when unsure.	I celebrate my own success and that of my peers. I celebrate differences and encourage others. I help others if they need it. I share classroom resources and equipment with others. I learn collaboratively; everyone has a turn, everyone contributes. I acknowledge and accept differences in opinions. Our diversity is our strength.	I actively listen to and follow instructions. I keep my hands, feet and objects to myself. I respect others personal space. I use manners and appropriate language when speaking to others. I organise my belongings and I am prepared to learn at the start of the day. In the library, I play quietly with my peers and use an inside voice. I use the bathroom sensibly and keep it clean.
I am always inclusive at Wellard Village Primary School.			
Outside	I approach and invite new people to play. I explore new opportunities safely at play time. I seek help when needed and encourage others to seek help too. I speak up if I see something that I feel is not right. I try my best to solve problems.	I resolve problems fairly with my peers. I share all equipment and play spaces with others. I understand and accept others may not want to play. I include everyone who asks to join in my play. I am a good sport; I show good sportsmanship. I acknowledge others (greet) in our school community.	I travel to and from school safely. I arrive at school on time and go straight to class. I wait quietly outside of my classroom for the doors to open – BEE Line I wear a hat when playing in the sun. I pack away after play, and I return equipment. I pick up rubbish I see in the school environment, and I put my rubbish in the bin.

PBS Lesson Plan

Tell (I do)

1. Define the expectation in terms that are specific observable skills.
2. The location where the skill is expected.
3. Provide a rationale for why behaviour is important.

Show (We do)

1. Demonstrate the expected behaviour.
2. Demonstrate unacceptable behaviour.
3. ONLY adults model non-examples.
4. Practise telling the difference with multiple examples.

Practise (You do)

- Give students opportunities to role play the expectation across all relevant settings.
- Aim to use a variety of teaching strategies to assist in building fluency with the skill.

Feedback

- Provide a high ratio of specific positive feedback to build fluency.
- Re-teach (Plenary).
- Practice throughout the day/week.

Our Language

Our PBS approach will be underpinned by our three values:

- Be Courageous
- Be Compassionate
- Be Responsible

These values will embed our mission of creating a connected and inclusive community.

Our language will be embedded in our Morning Circle routine where our values and expectations (weekly PBS focus) will be part of the daily routine.

Reinforcing Positive Behaviour

Acknowledging and reinforcing positive behaviour at Wellard Village PS will encompass 3 levels:

1. Process praise- where we focus on verbally acknowledging the expected behaviours (this is our priority).

2. A tangible reinforcer- in the form of a faction token, which will be given to individual students who demonstrate expected behaviours. These tokens will contribute to whole school rewards and will be collected at a whole school level.

3. A tangible reinforcer linked to an extrinsic reward (classroom based and determined by the teacher).
   In keeping with our inclusive philosophy, rewards will need to be free and frequent (e.g. sitting on the star cushion, having a ten-minute game with a friend, getting a sticker or a stamp etc) and ***not prize based.***
      i. Why no prizes? We don't want to establish a trend where some classes have a teacher who believes in giving out large prizes to students on a regular basis, and then some students being in a class where no prizes are given. This also means staff are not spending personal money on prizes and class budgets can go towards class rewards and experiences like cooking.

To align with our inclusive approach, visible behaviour trackers, with the exception of necessary visual reinforcers for students with additional needs, are not on display for all to see.

Students will earn tokens and collectively vote on a whole-school reward. Reward collection boxes are located outside the UCA. Once a reward collection box is full, the selected reward will be provided to all students, except those who have lost their good standing. Once the reward has been earned, all tokens will be counted. Tokens will then be collated by faction, with each faction receiving the corresponding number of points. Factions will also earn points through sporting events held throughout the year. At the end of the year, the faction with the highest overall points total will receive a team award.

Behaviour management

Behaviour Breaches:

Minor: Teacher Managed (In accordance with individual learner profiles and or disability).	Major: Schools Leaders
Answering back Cheating Disengaged Inappropriate comments/language Inattentive Dishonesty Minor physical contact (flick, tap, nudge) Not following instructions Out of seat Property misuse Rough play Throwing items (e.g. rubbish) Work avoidance	Bullying Verbal abuse of staff or students Threatening staff or students Intimidation of staff or students Fighting Property damage Intentionally throwing items to hurt/target others Physical abuse of staff or students Technology misuse (e-breaches) • Inappropriate searches (explicit nature) • Logging into social media accounts • Making inappropriate e texts (explicit nature) • Sharing inappropriate searches, material, e texts with other students • Cyberbullying at school (as stated in Code of Conduct)

Behaviour Process:

Informal reminders will be pervasive throughout lessons; however, when the school expectations are repeatedly not followed and behaviour is unacceptable, teachers should follow the following behaviour management process:

1. First (official) Reminder. Language: “That’s a 1” (immediately recorded in Tracking Book in box 1).
2. Second Reminder track with a 2. Language: “That’s a 2”.
3. Third Reminder a pull aside to reframe behaviour and use a teachable moment; track with a 3. Language: “That’s a 3”.
4. Fourth Reminder (Time ***in*** the Zen Den); track with a 4. Language: “That’s a 4”.
5. Fifth Reminder (first time); track with a 5. Language: “That’s a 5, I will need to contact your parents about your behaviour choices.”
    a. Teacher to add Compass entry to notify parents of behaviours
6. Following steps 1-4 and receives fifth reminder (second time in 10 day period); track with a 5. Language: “That’s a 5, this is the second time you have reached a 5, you will need to go to the office for reflection time.”
    a. Send student with a buddy to the office and behaviour slip.
    b. Student to complete reflection time in office.
    c. Student will return to class with behaviour slip explaining office processes and goals for remainder of day.
    d. Admin to complete Compass details and contact parents unless otherwise noted on behaviour return slip
7. Following steps 1-4 and receives fifth reminder (third time in 10 day period); track with a 5. Language: “That’s a 5, this is the third time you have reached a 5, you will need to go to the office for reflection time.”
    a. Send student with a buddy to the office and behaviour slip.
    b. Student to complete reflection time in office.
    c. Student will loose Good Standing and will complete a regaining good standing form with member of admin.
    d. Student may return to class with good standing form and goals.
    e. Admin to complete Compass details and contact parents.

Resets: children will get an opportunity to reset after each session, allowing 3 resets in a day. This is reflected in our tracking book. Resets occur after Waabiny 1 and 2 and before/after each specialist class.

Fast Tracked Behaviour
Children who engage in a major breach are to be fast tracked to the office with a behaviour slip.

Returning from the office

- Children will spend a period of time in the office on a case by case basis.
- Children will be welcomed back into class with a come on back.
- Children will return to class with a return to class slip explaining admin processes and goals for the remainder of the day/week
- If children are to spend a length of time in the office, admin will request work, after behaviour has been managed, if it is appropriate.

Parent Contact

Parent contact will primarily occur via Compass through email notifications. For minor breaches or Step 5 behaviours, educators will record the incident in Compass, and can trigger an email notification to parents. For further information, parents are encouraged to contact the educator listed in the email.
For serious breaches, a member of the administration team will determine the most appropriate method of communication, either via a Compass email notification or a phone call.

When communicating with parents about behaviour incidents, staff must maintain student confidentiality at all times. This means we can discuss the incident and the support provided to your child, but we cannot disclose the names of other students involved or the specific consequences applied to them.

Using a restorative approach

Restorative systems and practices to support positive relationships:

- consider conflict as a normal part of life which offers educators a teaching opportunity to develop self-regulation/self-discipline.
- apply logical, fair consequence with a focus on teaching behaviour over managing behaviour.
- restorative cultures focus on practices which encourage doing “with students” rather than to or for them - this approach is especially important for vulnerable students with highly complex needs.

A restorative culture focuses on safety, positive connection and maintaining positive relationships.
Restorative systems and practices are solution (future) focused. Focus: How did we get to this point of crisis in the relationship, what is needed now and where to from here? What have you learned and how can you apply this learning in the future?
Engage students in a process of conflict resolution and plan for personal growth and authentic practice (opportunities for reflective change in students and staff), including building opportunities for students to see events from another’s point of view and respecting their views/feelings.

Teaching for Impact (det.wa.edu.au)
Restorative approaches are part of the Teaching for Impact strategy. For more information, follow the link above, or visit IKON.

Responding to escalating behaviour

Escalating behaviour is a sign that a student is not coping with stress. Positive behaviour strategies are designed to help educators support and teach students better ways of coping with stress. Practising these at a whole school level fosters a culture of support and teamwork. A focus on de-escalation ensures that students are supported to reduce their level of stress and choose better ways of coping. This significantly reduces the likelihood of violence, minimises the use of physical interventions (positive handling) and prioritises safety, understanding, dignity and respect.

Positive Handling

In the event that a physical positive handling intervention is required a dynamic risk assessment will be completed, and an escalation profile developed in conjunction with a positive handling plan. Any staff required to carry out positive handing will be trained in Positive handling and de-escalation (Team Teach Level 2). All physical interventions and positive handling restraints used will be documented and reported according to Department policy.

Request support for students with challenging behaviour

Schools can refer students with challenging behaviour to services that improve student behaviour, learning and wellbeing. We can request different levels of support from the School of Special Educational Needs: Behaviour and Engagement (SSEN:BE) for students with challenging behaviour. In the event that we refer students to SSEN:BE, this process will be completed collaboratively with the leadership team and all staff working with that child.