



FRESHWATER BAY PRIMARY SCHOOL BEHAVIOUR MANAGEMENT IN SCHOOL POLICY

Rationale

Freshwater Bay Primary School is focused on building quality relationships between all members of the school community to create a safe, orderly, inclusive, supportive, and culturally responsive environment that enables students to fulfil their learning potential. Positive student behaviour is essential to promote engagement in learning and to maximise the impact of classroom teaching. We believe that everyone has the right to be respected and has a responsibility to respect others.

Code of Conduct

Courtesy, consideration and cooperation between students and teachers is essential to creating a supportive and positive learning environment. Students and staff have the right to feel safe at school. Respect for other people, the school grounds, property and equipment is essential.

The following conduct is necessary to preserve good order, site safety and the rights of all members of our school community:

1. Treat everyone with respect and courtesy
2. Keep hands, feet, and objects to yourself
3. Play in a safe and sensible way
4. Walk on pathways and in designated areas
5. Keep the school in a neat and tidy condition
6. Walk bikes/scooters inside school grounds
7. Always follow instructions from staff
8. Use appropriate language and display good manners
9. Wear a hat in the sun
10. Take care of our environment, playgrounds and equipment

Rights

- Every person has the right to feel safe within the school. The right to feel safe means we have to think about others as well as ourselves, how we speak and act towards them. The right to feel safe means not tolerating negative behaviour of any kind.
- Every person has the right to learn/work free of interruptions, distractions and any other forms of adverse behaviour that will affect learning.
- Every person has the right to be treated with respect and fairness. Respect to the person and their property both in and out of the playground. We show respect through using manners and courtesy, as well as many other virtues, towards one another.
- Every person has the right to achieve their educational potential and be proud of their achievements. We encourage everyone to do their best and display appreciative and considerate behaviour when recognition is being given.

Key Understandings about Behaviour

- All behaviour is learned
- Behaviour is influenced by the situation in which it occurs
- All behaviour serves a purpose for the student
- Development of positive behaviour is a shared responsibility between school and home
- Consistency is a key factor in effective behaviour management
- Early intervention increased the prospect of modifying behaviour



- Individualised behaviour management plans may be required for students who persistently behave in a disruptive manner
- Incentivising desired behaviours increases the likelihood of change
- Students taking responsibility for their behaviour is an important step towards restoring relationships and building a sense of belonging

Restorative approaches

- Positive interpersonal relationships are a major influence on behaviour
- Cultural responsiveness is key to creating learning communities with mutual respect and inclusion. A culture of care supports all individuals in the school community
- A restorative approach leads to individuals taking responsibility for their behaviour
- Restorative approaches are a way of interacting, teaching, and learning with building and restoring relationships at the centre of decisions and actions
- Restorative approaches view conflict as a learning opportunity at all levels and focus on the need to repair harm that has occurred

Response to Intervention Model (RTI)

RTI model of support considers student needs and provides tiered and interconnected interventions, so students receive the appropriate levels of support. RTI comprises of three tiers:

- Tier One (universal) is where the school promotes positive behaviours for all students and maintains safe, respectful learning environments with preventive, whole-school systems, and practices. All students are engaged in a social behaviour curriculum.
- Tier Two (targeted) is where the school develops a supplementary range of response strategies to support students displaying emerging, low-level behaviours of concern.
- Tier Three (intensive) is where individualised support is provided alongside effective case management for students with complex behaviour support needs.

Guidelines

- All staff are expected to make the best interests of the child a primary consideration
- All staff are expected to support positive student behaviour in ways that are culturally, developmentally, and psychologically appropriate
- All staff are expected to create a positive learning environment rich with praise, meaningful feedback and an incentive program which acknowledges appropriate student behaviour
- The school will manage community wide programs that reward and support positive behaviour including Honour Certificates, Commendations, Superstars

Responsibilities

- All staff are expected to:
 - Build positive, supportive relationships with students
 - Have a clear set of classroom expectations that are communicated to the students and positively reinforced regularly and consistently
 - Maintain cohesion of behaviour support for students across contexts and teachers
 - Support the growth of self-regulation and peer-regulation to reduce the need for adult intervention
 - Teach positive social behaviour using Friendly Schools Plus program



- Use the least restrictive alternative that will prevent or de-escalate student conduct or emotional states that risk harm to self or others, including low-key responses (e.g., proximity, the 'look', win over, non-verbal cues)
 - Manage student behaviour using behaviour specific feedback, in class consequences, time out and referrals to Administration
 - Maintain appropriate records of student behaviour in Compass
 - Ensure parents are informed promptly of behaviour issues involving their child, liaising with them to build consistency in behaviour support in and out of school
 - Incorporate personalised adjustments based on student need
 - Consider the agreed behaviour interventions or therapies provided by external practitioners or agencies
 - Respond to the assessment of school behaviour data
- Administration are expected to:
 - Manage whole school positive behaviour strategies
 - Support teachers with behaviour management
 - Respond to referrals to the school office including appropriate documentation, teacher feedback and parent contact
 - Facilitate the development and implementation of individual behaviour plans for students experiencing difficulties
 - Manage referrals to the school psychologist or external agencies to support individual or small groups of children
 - Manage specialist behaviour strategies such as partial attendance (Section 24), suspensions or exclusions
 - Record, analyse, plan, and respond to behaviour data annually
 - Report on the school's performance in behaviour support to the Board annually

Good standing

All students commence with and retain good standing while exhibiting behaviours that align with the school's values and beliefs as articulated in the school's behaviour plan.

Loss of good standing occurs after a suspension or series of behaviours that are not aligned with the school behaviour plan. Students who breach the school student behaviour plan will have privileges removed such as being banned from school social activities. This involves a discussion with the student and/or their parent/carer to highlight the issues that led to the loss of good standing.

Good standing can be re-instated after such a period as decided by the principal. This involves implementing a restorative and educative return to school process to re-establish positive behaviour and developing a re-entry and/or individual behaviour plan focusing on the identified areas for improvement citing strategies, milestones, and desired outcomes.

Managing Inappropriate Behaviour

Freshwater Bay Primary School firmly supports the right of both staff and students to work and learn without being interrupted by disruptive behaviour. No one has the right to hinder the progress of others. To achieve this, staff will adopt a consistent approach to eliminate inappropriate behaviour.



The most effective consequences are based on a quality educational program and a positive classroom environment. Staff employ an array of preventative strategies that will reduce the likelihood of inappropriate behaviour occurring.

Overview of Procedures K-6

FRESHWATER BAY PRIMARY SCHOOL Positive expected behaviours and consequence processes

Positive Expected Behaviours		Undesirable Behaviours		* Behaviour Management Plan falls outside of this school plan	
		Low level	Moderate Level	Serious Level	
Classroom	Respect and courtesy Classroom voices Safe transitions between activities and classes – safety lines Manners and greetings Hands to self Whole body listening Active engagement and participation -hands up/on heart/ pop sticks Stop on signal – BLAST Take care of resources – personal, class and shared Taking turns Follow classroom rules Take pride in your work	Not including others Distracting others Incomplete work Inappropriate language Misuse of equipment Calling out	Repeated low level behaviours Answering back Swearing or offensive language Using a mobile phone Defiance Graffiti Disrespectful behaviour Walking out of class without permission Cheating Interfering with learning	Repeated moderate behaviours Stealing Property abuse Bullying Physical violence Destructive behaviour e.g., throwing objects dangerously	
Playground	Wear a hat Play safely Solve problems initially independently Be inclusive Take turns Share and respect equipment and spaces Play to the rules of the game Speak kindly Don't share food Don't litter Observe climb lines on trees Use equipment in designated areas	No hat Misuse of equipment Not packing away Littering Running on hard surface Eating out of bounds Not including others Inappropriate language	Repeated low level behaviours Tackling Low level physical contact Playing after the bell Rough play causing injury Swearing or offensive language	Repeated moderate behaviours Repeated exclusion or bullying Hit, punch, kick Weapons Physical assault of staff Possession of drugs Incident causing injury Spit Vandalism	
Teacher Response/Actions	Model expected behaviours Explicitly teach expected behaviours Proactively build positive relationships Positive praise and specific feedback Celebrate achievements Friendship circles – peers Consistent response to behaviours Reinforce expected behaviours through a class reward system Whole school systems such as commendations and use of admin recognition	Managed by teacher Low key responses Warning Redirect Restorative conversation Explain why behaviour is inappropriate What can we do next time? Explicit teaching of pro-social behaviours – role play, Friendly Schools, Zones Record incident	Managed by teacher (admin assist as needed) Logical consequences e.g. walk back if run or 5 min out of lunch if distract class. NB 5 mins only Duty teacher to have restorative conversation Working away from others or having reflective time in classroom Parent contact/conversation Log on Compass Chronicle Let class/specialist teacher know	Managed by admin Refer to admin using orange card (red card for emergency) Time in admin working away from others or reflecting either during class or a break Admin have restorative conversation Admin record in Compass Admin contact parents Admin communicate to staff	



Bullying

The prevention of bullying is a responsibility that rests with all members of the school community to ensure all are treated with respect, care and dignity.

Bullying is repeated and unjustifiable behaviour of others; that is

- Intended to cause fear, distress and/or harm
- Physical, verbal, psychological, relational attacks on others
- By a more powerful individual or group
- Against a less powerful individual unable to effectively resist

Bullying takes many forms and may include:

1. *Verbal Bullying* – the repeated use of words to hurt or humiliate others. Verbal bullying includes put downs, insulting language, name calling, swearing, homophobic, racist or sexist comments. This type of bullying can also include nonverbal communication.
2. *Relational Bullying* – usually involves repeatedly ostracising others by leaving them out or convincing others to exclude or reject other individuals or groups from their social connections. This type of bullying can include spreading rumours, sharing personal information.
3. *Physical Bullying* - includes low level physical contact (prodding, poking) through to severe physical assaults or damage to personal property.
4. *Cyber Bullying* – involves the use of information technology such as texting, email, websites or social networking sites to engage in verbal or relational bullying.
5. *Bystanders* – are individuals who witness or know about the bullying behaviour. All bystanders have a responsibility to discourage bully behaviour, support students who have been bullied and report bullying to an adult in the school.

Guidelines

- All students will participate in classroom based programmes aimed at enhancing their self-management and interpersonal skills including specific units on bullying.
- Students identified as engaging on bullying behaviour will be counselled by the classroom teacher or a member of the School Administration – giving the student an opportunity to problem solve, resolve differences with other students and adjust their behaviour.
- If bullying behaviour persists, social problem solving processes such as the use of shared concern/restorative justice practices will be initiated. This process will involve a member of the School Administration working with the group of students involved to engage the bystanders and implement specific strategies. Parental contact would occur if a shared concern process was initiated.
- Further incidents of bullying will result in the application of appropriate sanctions. Parental contact will occur if sanctions are applied. All such incidences will be recorded in Compass.
- Incidences of cyber-bullying generally occur outside the school environment but impact on student interactions inside the school. The school will intervene in such matters through individual counselling, shared concern practises, sanctions and parental contact as appropriate.

Aggression

Aggression is defined as hostile or violent behaviour. Members of the school staff should refer incidents involving aggression to Administration. Students who attack other students, start fights or film fights will be automatically suspended as per the *Minister's Statement on School*



Violence. Further responses to support these students will be developed in consultation with families, including a behaviour plan.

Weapons on School Premises

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

The school community is reminded that under the Weapons Act 1999 'it is an offence to carry or possess a weapon; purchase, sell or supply a weapon; and/or manufacture a weapon.'

Where the weapon is deemed to be prohibited or controlled, the Principal will contact police immediately. The incident must also be entered on the Department's incident notification system. Prohibited weapons are any item that has no other purpose other than as a weapon such as firearms, spray weapons, flick knives or switch blades. Controlled weapons include those used in the practice of a martial art, sport, act or similar discipline such as swords, machete or spear guns.

Drug and Alcohol Education

All students participate in educational programs which aim to develop their skills to manage their relationship with others, to self-manage and to make positive choices. The Western Australian Health curriculum is delivered to all kindergarten to year six students and includes content on drug and alcohol education.

Suicide prevention and risk management

Members of the school staff should refer concerns around suicide or suicidal ideation to the Principal. Risk assessments may be conducted by the school psychologist or an appropriately trained member of the staff. Further responses to support the child would be determined by the outcome of the risk assessment.