

Behaviour Management Policy

Updated February 2025



Rationale

This policy is informed by the Department of Education Student Behaviour in Public Schools Policy (effective 17 July 2023 – Version 3.0). Creating safe, orderly, inclusive, supportive and culturally responsive environments that enable students to fulfil their learning potential is a responsibility shared by all members of the public schooling system and each school community. Positive student behaviour is essential to promote engagement in learning and to maximise the impact of classroom teaching.

Guiding Beliefs

At West Leederville Primary School, we aim to foster a school culture that ensures students:

- are welcomed, safe, and experience a sense of belonging
- feel their unique strengths and talents are understood, valued and nurtured
- have a voice in decisions that affect them
- learn to take responsibility for their actions and behaviour
- feel a strong sense of purpose as learners and connection with the wider school community
- are not discriminated against on the basis of behaviour as a manifestation of disability

Positive Behaviour Support (PBS)

At West Leederville Primary School we follow the Positive Behaviour Support (PBS) framework. This recognises the importance of high academic engagement, a positive learning environment and strong relationships. It is a preventative approach that uses explicit teaching of the expected behaviours and positive reinforcement strategies to achieve outcomes. Students are made aware of what is expected of them through responses that are consistent and applied fairly.

We are guided by the following values:

- Perseverance
- Excellence
- Responsibility
- Courtesy
- Kindness

These values underpin our behaviour expectations.

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A Multi-Tiered System of Support (MTSS)

The PBS model is a multi-tiered system of support (MTSS). This intervention model allows us to meet diverse student needs across wellbeing, engagement and achievement. This is a student focused approach that uses data, systems and practices to support decision making.

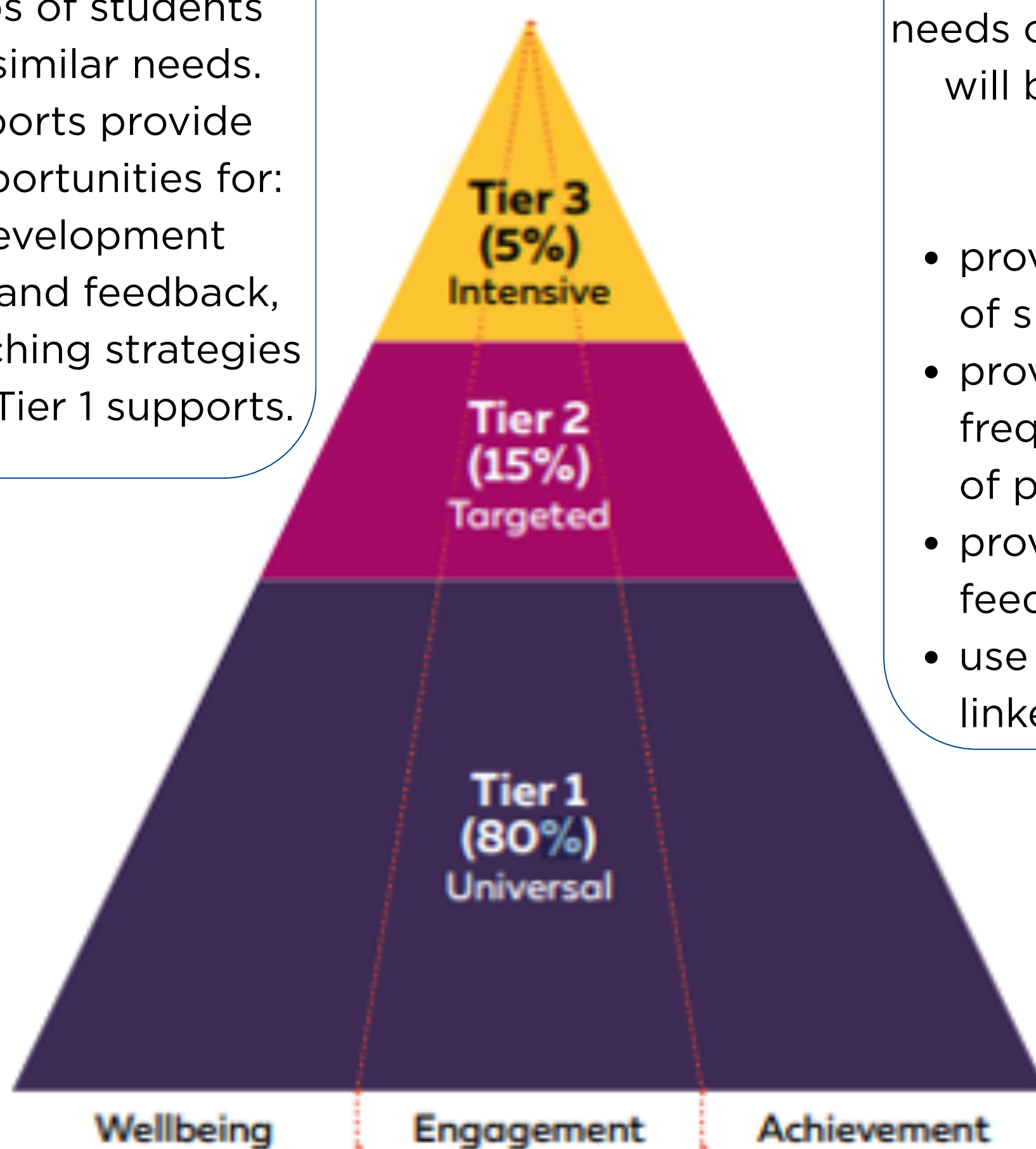
Tier 2 interventions target small groups of students (15%) with similar needs. These supports provide frequent opportunities for:

- skill development
- practice and feedback, using teaching strategies linked to Tier 1 supports.

Tier 3 interventions are designed to reflect the needs of 5% of students. This will be documented in a plan.

The supports:

- provide intensive levels of skill development
- provide increased frequency and intensity of practice opportunities
- provide increased feedback
- use teaching strategies linked to Tier 1 supports.



Tier 1 is a whole school approach to well-being, engagement and achievement for all students. The needs of 80% of students are met by:

- an inclusive and welcoming school environment
- positive behaviour expectations
- high expectations for all students in their individualised pathways
- consistent, high-quality classroom practices.

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Recognising Positive Behaviour

At West Leederville Primary School, we reinforce positive behaviour in the following ways:

- Tokens - awarded by staff for students demonstrating our school values. The faction with the most tokens in a specified timeframe receive a reward.
- Cygnet Slips - awarded by specialist staff to students who have been exemplary in showing the values in class
- Nest Eggs - classed based rewards that are collectively determined and earned

Restorative Approaches for Tier 2 and 3

When students do not demonstrate the expected behaviours, the staff at West Leederville Primary School use a restorative approach when addressing the actions that require attention. A restorative way of working builds a positive culture of trust, respect, belonging, empathy, cooperation, accountability, and responsibility. It provides students with a voice in the process and maintains positive relationships.

At West Leederville Primary School, we believe that:

- Everyone deserves empathy and consideration
- Everyone has their own unique and equally valued perspective
- Behaviour is a way of communicating and is needs driven
- Behaviour is learned and our emotions impact upon how we behave
- Conflict can provide an opportunity to learn and grow
- Students need to be explicitly taught social and emotional capabilities that allow them to regulate their behaviour

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West Leederville Primary School Restorative Cycle

Reflect	Relate	Respond	Repair	Restore
<p>What values and beliefs do I have about student behaviour?</p> <p>Am I inclusive and culturally responsive in my approach?</p> <p>Do I hold biases that impact on how I react to student behaviours?</p> <p>How do my actions impact upon student behaviour?</p> <p>Do I need further opportunities to upskill myself in this area?</p> <p>What skills do my colleagues have?</p> <p>Who can I seek support from?</p>	<p>Is the environment safe and supportive?</p> <p>Does the classroom value the needs of all students?</p> <p>Does the classroom provide a sense of identity and belonging for all students?</p> <p>Do I respond immediately to behaviour that actively excludes or discriminates students?</p> <p>Do I teach and model a growth mindset and use strength-based language?</p> <p>Do I explicitly teach social and emotional skills?</p> <p>What strategies or activities do I use to check-in on my students' emotional regulation?</p>	<p>What does the student need from me right now?</p> <p>Does this have to be addressed in the moment, or can it wait?</p> <p>Am I the right person to deal with this right now?</p> <p>Have I used low key, preventative strategies to deescalate?</p> <p>Is there some information that I am missing?</p> <p>Can the student be redirected to positive behaviour? Is there a PBS context to draw from?</p> <p>Have I followed the Behaviour Flow Chart to ensure it has been appropriately dealt with and to determine a fair consequence?</p> <p>Do I need support from administration?</p> <p>How will I re-engage the student?</p>	<p>How can I ensure this is a learning opportunity for everyone?</p> <p>Have I provided opportunities for everyone to share what happened and reflect on behaviour and emotions?</p> <p>Does reflection of the incident allow for accountability and responsibility through an empathetic lens?</p> <p>Have I valued student voice in identifying a solution?</p> <p>Can we use PBS to address this issue?</p>	<p>Have I provided opportunities to restore relationships?</p> <p>Do I require assistance with planning or case management?</p> <p>What other learning needs to take place?</p> <p>How do we mitigate this behaviour in the future?</p>

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Minor and Major Behaviours

Minor Behaviour	Major Behaviour
General non-compliance <ul style="list-style-type: none">• Ignoring teacher direction• Not following school routines• Being off-task• Leaving room without permission• Being late to return to classroom• Taking items belonging to someone else• Breaching the iPromise agreement	General non-compliance <ul style="list-style-type: none">• Persistent refusal to follow directions or remain on-task• Ongoing lateness returning to classroom• Leaving the school site• Purposefully taking items in the knowledge they belong to others• Ongoing breaches of the iPromise agreement
Disruption to learning <ul style="list-style-type: none">• Calling out in class• Throwing objects, but not at others• Making controlled, repetitive noises• Causing distraction to other students	Disruption to learning <ul style="list-style-type: none">• Physical actions that place others and self at harm• Extreme and persistent disruption that causes learning to cease
Inappropriate use of language, including body language <ul style="list-style-type: none">• Swearing; as a reaction, not directly at someone or without intent• Speaking or acting rudely to others• Being hurtful or unkind• Talking when others are talking• Speaking back to an adult	Inappropriate use of language <ul style="list-style-type: none">• Swearing; with intent and directed at others• Sexualised comments• Language that is discriminatory• Continued use of hurtful, unkind language that targets others• Repeated name calling• Verbal threats with intent; conveys act to harm or injure someone• Ongoing speaking back to an adult
Physical contact <ul style="list-style-type: none">• Not keeping hands and feet to self• Using items to hurt others• Rough or unsafe play	Physical contact <ul style="list-style-type: none">• Intentional punching and kicking• Targeting a particular student with ongoing rough play• Spitting directly at another person• Behaviour such as dacking or targeting the genitals of other students• Unwanted physical touching (e.g. touching or kissing)
Damage to property <ul style="list-style-type: none">• Unsafe play or actions that result in damage• Not using materials as intended	Damage to property <ul style="list-style-type: none">• Being intentionally destructive towards property

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Student Behaviour Flow Chart – Minor Behaviour

Environment

- Staff and student relationships are positive and foster genuine connection
- A safe, caring and inclusive learning environment
- Staff have high expectations of students
- Behaviour expectations are clear and explicitly taught and modelled
- Routines are established, consistent, orderly and transitions are well managed

Low key classroom actions

- Low key response to minor behaviour; e.g. proximity, pause, redirection, planned ignoring
- **Reminder** of the expected behaviour (**1st warning**)
- **Re-engage** by offering a choice (**2nd warning**)
- **Refocus** by removing child from the situation (still within the classroom environment) (**3rd warning**)

Consequence and follow up

- Consequence appropriate to the undesired behaviour, if it continues after the third warning; e.g. removal from the classroom (buddy class or sent to office), missing rewards, removed from break time
- **Reflect** - provide opportunities for student to reflect on behaviour and expectations (using junior or senior reflection sheet)
- **Repair and restore** - if relationships have been damaged
- **Record** behaviour on Compass (teacher)

Referral

- **Repeated** episodes of minor behaviours with no change, **refer** student to administration.
- Where appropriate, administration to call parents and **record** contact
- Administration may **remove** the student from the classroom or playground for a determined period of time.

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Low key classroom actions

- Staff to intervene when a major behaviour incident occurs
- Student is informed of expected behaviour
- **Refer** student to administration team using behaviour slip

Consequence and follow up

- Administration determines appropriate consequence for the behaviour
- **Reflect** - provide opportunities for student to reflect on behaviour and expectations (using junior or senior reflection sheet)
- **Repair and restore** - if relationships have been damaged
- **Record** - behaviour on Compass (admin)
- Parents informed that a major behaviour incident has occurred
- Feedback provided to teacher

Support for student

- If major behaviour incidents continues teacher and administration team determine most appropriate course of action. This may involve a case conference with parents, implementation of a Behaviour Management Plan (BMP), School Psychology Services involvement, suspension or loss of good standing

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Good Standing

In keeping with the Department of Education directive around West Leederville Primary School has a good standing approach to protect the rights of students and staff to feel safe at school. This ensures our school has a safe learning environment that is free from the threat of violence.

All students start with good standing.

Students will maintain their good standing through consistently upholding and demonstrating these values and creating a safe, inclusive environment for everyone. Students with good standing will be free to take part in all additional activities offered by the school. These include, but are not limited to:

- excursions
- incursions
- class celebrations
- sporting carnivals or events
- graduation activities
- camp
- leadership role
- representation of the school in extra-curricular activities

A loss of good standing will occur after a suspension or a series of behaviours that are not in line with West Leederville Primary School values. These behaviours include, but are not limited to:

- continued or serious breaches of the school rules or values
- making physical contact with the intention to harm
- starting or filming a fight
- sharing or promoting violence
- use or possession of e-cigarettes and vapes.

A loss of good standing will result in students being unable to take part in the additional activities.

Good standing may be reinstated after a period determined by the principal. This would follow a restorative process and plan to re-establish positive behaviour, identifying areas for improvement and clear goals and expectations for behaviour.











Junior Reflection Sheet



Student Name:		
Room:	Year:	Date:
<input type="checkbox"/> Classroom	<input type="checkbox"/> Playground	Other:

What happened?	What were you thinking?
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What were you feeling?

 happy	 sad	 tired	 frustrated	 worried
 angry	 scared	 excited	 disappointed	 silly

Who was affected?	What would make it better for everyone involved?
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Student Signature:	Parent Signature:
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Senior Reflection Sheet



Student Name:		
Room:	Year:	Date:
<input type="checkbox"/> Classroom	<input type="checkbox"/> Playground	Other:

1.What happened?
2.What were you thinking/feeling at the time?
3.How did this affect others around you?
4.What needs to happen now?
5.What can you do next time?

Student Signature:	Parent Signature:
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Staff Referral Sheet

West Leederville PS Behaviour Referral Sheet



Student name:		Teacher referring:	
Repeated minor breaches:			
1.			
2.			
3.			
OR			
Major breach:			
Entered on Compass		Name:	Date:
Contact with parents made		Name:	Date:
Follow up with relevant staff		Name:	Date: