



Aspire to achieve together

Student Behaviour and Well-being Policy

The Aspiri Primary School Student Behaviour and Wellbeing Policy is designed to meet the needs and expectations of all students, staff and the community. We are committed to providing a safe, supportive and responsive learning environment for everyone.

Meeting the obligations and responsibilities required by the Department of Education, WA.

This document is designed to cater for the needs of all students at Aspiri Primary School and meets the obligations and responsibilities as outlined by the Department of Education (DoE), WA which include:

- documenting a whole school plan to support positive student behaviour;
- implementing the documented whole school plan to support positive student behaviour; and
- providing individual student behaviour support where the need is identified.

It should be read in consultation with the DoE Behaviour Policy and Procedures:

<http://det.wa.edu.au/policies/detcms/policy-planning-and-accountability/policies-framework/policies/student-behaviour-policy-and-procedures.en?cat-id=3457115>

Our school will endeavour to implement our whole school plan to support positive student behaviour in ways that:

- make the best interests of the child a primary consideration;
- consider the safety and wellbeing of *all school staff and all other members of the school community*;
- maintain a positive school approach and the good order of the school;
- incorporate personalised adjustments based on student need;
- maintain cohesion of behaviour support for students across contexts and teachers;
- build consistency in behaviour support in and out of school, through liaison with parent(s) and community;
- are culturally, developmentally and psychologically appropriate;
- support the growth of self-regulation and peer-regulation and reduce the need for adult intervention;
- use the least restrictive alternative that will prevent or de-escalate student conduct or emotional states that risk harm to self or others;
- take into account the agreed behaviour interventions or therapies provided by external practitioners or agencies;
- respond to the assessment of school behaviour data; and
- comply with the requirements detailed in the *Positive Behaviour website*.

Our school will endeavour to provide individual student behaviour support where the need is identified through:

- monitoring students whose behaviour needs are not adequately met by the whole school support plan;
- using advice received from regional and Statewide Services staff, as required;
- liaising with external agencies or experts, as required;
- using information received from the student and his/her parent(s) to inform the personalised behaviour support plan;

and

- reviewing records of enhancements in behaviour support and their outcomes.

The school will:

- consult with the school Board on this planning;
- review whole school behaviour support planning at least annually or school data indicate the need;

and

- report at least annually to the School Board and community on the schools' performance in behaviour support.

Contents

This plan includes the following sub-headings:

- Code of conduct (presented as a behaviour matrix) stating the behaviours that students are required to learn and maintain at the school;
- The Roles and responsibilities of staff in implementing whole school behaviour support;
- Our teaching and classroom management strategies that support positive student behaviour including:
 - the management of the school environment to promote positive student behaviour;
 - the school's strategy for communicating to parents on students' behaviour;
 - the school's strategy for deciding on the application of disciplinary measures;
 - the school's approach to coordinating with external agencies where required;
- measures to address:
 - all forms of bullying including aggression;
 - drug and alcohol misuse by students, including provision of evidence-based drug and alcohol education;
 - the presence of weapons on school sites;
 - risks of suicidal behaviour and/or non-suicidal self-injury, including risks associated with cumulative harm from child maltreatment;
- the rules regarding personal use of mobile and other electronic devices, and responses to breaches of these rules; and
- the strategy for record keeping, and use of data in assessing the effectiveness of whole school behaviour support.

Aim

This **policy** provides a framework for school decision making about promoting and maintaining a **positive learning environment** and positive student **behaviour** and **well-being**; as well as responding to student behavioural concerns.

At Aspiri Primary School we are committed to providing a safe, supportive and respectful learning environment that provides and values student welfare and wellbeing. Students at Aspiri Primary School will feel safe and supported to achieve their very best in all areas of school life. We teach and model the behaviours we value in our students.

Our school will take a measured and appropriate response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Philosophy

Aspiri Primary School students are explicitly taught to be respectful, responsible and engaged learners. Staff use consistent language and behavioural expectations which have been developed by our school. These expectations are clearly displayed around the school and reinforced in class through Code of Conduct and School Rules discussions.

Positive Behaviour for Learning

At Aspiri Primary School, we

- have a common purpose and approach to student behaviour.
- establish clear and positive expectations in regards to behaviour.
- implement procedures for teaching of *expected* behaviours.
- have developed a continuum of procedures for encouraging great behaviour.
- have developed a continuum of procedures for discouraging inappropriate behaviour.
- have established procedures for on-going monitoring and evaluation of student behaviour and well-being.

How is it implemented?

- Signage is posted throughout the school, providing ongoing reminders to students of expectations.
- Specific and incidental lesson planning and content is continuously taught and monitored.
- Data is collected and reviewed and from this and priorities are established and reviewed regularly.

Code of Conduct (Behaviour Matrix)

Our philosophy centres upon the core elements of our values of our "HEART" philosophy (Honesty, Effort, Attitude, Respect and Teamwork) and an engaged learner (Attitude and Effort). Our code of conduct applies to all school settings and may at times apply outside of school hours and off school premises such as on excursions and at sporting events.

The behaviour matrix clearly identifies the behaviour students are expected to display in each setting around the school. It is used by teachers to explicitly teach students the expectations and skills needed to be successful in these settings. The matrix is displayed around the school in area specific places. At Aspiri we focus on teaching positive behaviours and social skills. We aim to provide an environment where all students can learn and engage in a positive way.

Universal Teaching Matrix

Expectation	All Settings	Playground	Toilets	Front Office	Entry / Exit to classrooms	Arriving and leaving school	ICT
	We	We	We	We	We	We	We
Respect and Honesty	- speak politely and clearly	- place rubbish in the bin	- keep the toilets clean and tidy	- use good manners: say good morning / afternoon say please, thank you and excuse me	- enter and leave calmly and quietly	- arrive on time and leave promptly leave after the school bell	- use equipment appropriately and safely
		- are kind and considerate of others	- respect privacy	- wait our turn		- greet teachers, parents and community members with good manners	-
		- share friends, school equipment and space		- knock before entering			
	- use and store equipment safely	- play safely in the right area	- go, flush, wash and leave	- enter quietly	- line up quietly outside the classroom	- travel to and from school safely	- Protect personal information
	- follow adult directions	- seek help from a teacher			- walk sensibly		-Report cyber bullying
Teamwork	- cooperate with others	- play sensible games					
Attitude and Effort	- are prepared for school	- take turns	- go to the toilet at break times	- remember messages	- listen and follow adult instructions	- come prepared with equipment for learning	- use the internet as a learning resource.
	- do our best	- co-operate with others	- return promptly to class				
	- have a growth mindset						
	- encourage and celebrate others						

Roles and Responsibilities

Our Principal will:

- Be accountable for ensuring a safe, secure and harmonious work environment for students and staff.
- Provide leadership, advice and direction. Be a role model.
- Disseminate DoE policy information and training to staff and ensure that all procedures are aligned with DoE guidelines
- Oversee suspensions and complex welfare and discipline issues
- Ensure that students, staff and parent(s) and carer(s) are provided with opportunities to contribute to the development of the policy and that staff are provided with training and development opportunities in behaviour management.
- Ensure that the school's policy is evaluated and reviewed by the school community (including school Board) at appropriate intervals.

Our Associate Principal/s will:

- Provide leadership and direction. Be role models.
- Be responsible for the development, implementation and monitoring of the school's Behaviour Management and Wellbeing policy.
- Facilitate training and development for staff; including orientation for new staff
- Liaise with staff, students, parents, caregivers and relevant external agencies and providers.
- Monitor playground behaviour of students and regularly report data to staff
- Support teachers to teach appropriate behaviour to students
- Work with complex welfare and discipline issues in a sensitive manner
- Liaise with relevant DoE personnel
- Keep staff informed in relation to student's experiencing difficulty
- Implement strategies to assist students to improve their behaviour

Our Teachers will:

- Respect and support students
- Model and promote appropriate behaviour
- Participate in the development of the school Behaviour Management and Wellbeing policy and support the effective implementation of this policy
- Have knowledge of school and Departmental policies relating to student welfare including bullying
- Maintain clear communication with parents and work with them to achieve positive outcomes for students
- Be proactive in playground supervision and classroom management and respond in a timely manner to incidences
- Provide curriculum and pedagogy that supports students to develop an understanding of the school Behaviour Matrix
- Provide curriculum and pedagogy that supports students to develop an understanding of bullying behaviour and its impact on individuals and the broader community.

Our Students will:

- Endeavour to attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
- 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
- Follow the Behaviour Management and Wellbeing code or school rules and comply with staff directions regarding appropriate behaviour.
- Show respect for teachers, fellow students, other staff and school visitors and not engage in any form of harassment, victimisation or intimidation

Our Parents will:

- Ensure students attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
- Support the school in the implementation of the school Behaviour Management and Wellbeing policy.
- Work with the school to seek positive solutions to issues, including reporting issues to the teacher or Principal.

Positive Reward System

At Aspiri Primary School we operate a reward system in the school.

CLASS REWARD SYSTEM

Each class from Kindergarten to Year 6 will have its own reward system for encouraging positive behaviour. These systems are developed by the class teacher, complementing the whole school Achievement Card System (below) with a high frequency of positive feedback for students.

WHOLE SCHOOL ACHIEVEMENT CARD SYSTEM

The purpose of the white card merit system is to recognise positive behaviour and work ethics. This is a progressive system that continues from Kindergarten to Year 6.

All teachers award approximately 15 Achievement (white) Cards per week. These may be awards for classroom, playground, or any school activity for improvement, excellence or thoughtfulness and for following our code of conduct (behaviour matrix).

The Achievement Cards are given on the spot. All subsequent awards are presented at Assemblies. Students are responsible for looking after the Achievement (white) Cards. These will then need to be returned to school to receive the Special Award.

6 white cards = 1 blue Special Award card

3 blue cards = 1 bronze Award of Excellence

2 bronze Awards of Excellence = 1 silver Award of Excellence

2 silver Awards of Excellence = Aspiri Primary School Gold medal

(See matrix in appendix)

ASSEMBLY CLASS AWARDS

In addition to the merit system, each fortnight the class teacher nominates a student to receive the Merit Award at the assembly. These certificates are presented by our Principal and may be for engaged learning, improvement or achievement in class or for exhibiting responsible and respectful behaviour.

END OF YEAR PRESENTATION




At the end of each year, students are rewarded at our K-6 Presentation Day. Class teachers are allocated 3 awards for their class. These awards will be allocated for academic achievement, citizenship and improvement.

Management of Inappropriate Student Behaviour




Class teachers will use a range of in-class strategies to encourage positive behaviour; including verbal praise, table points, stickers merit cards, strategic allocation of seats/groups, and additional play time etc.

In addition, teachers will use the 1, 2, 3 warning and consequence system for dealing with inappropriate behaviour.

CLASSROOM

First Level FAST TRACKED BEHAVIOURS – Students bypass warning and go straight to the Associate Principal. <ul style="list-style-type: none"> • Violent behaviour (including punching, hitting, spitting and kicking with force or intent to injure another student or staff member) • Refusal to follow teacher instructions or move to time out • Damage to school property or resources 	Second Level Upon returning from time out, teacher reminds student of appropriate behaviour and looks to provide positive feedback as soon as possible if desired behaviour is evident.	Third Level Upon returning from time out in another classroom, teacher reminds student of appropriate behaviour and looks to provide positive feedback as soon as possible if desired behaviour is evident.
Warning 1 Teachers give students a warning, stating the inappropriate behaviour followed by what the student should be doing.		
Warning 2 Teacher notifies student that the inappropriate behaviour has continued and that they are now receiving a second warning.		
Warning 3 Teacher notifies student that they now have received a third warning for inappropriate behaviour and need to have 5 mins time out in the classroom. <div style="text-align: center;"></div> <p style="text-align: center;">Time out in classroom</p>	Warning 4 Teachers notifies student that they now have received a 4th warning and will go to Buddy Class for 10 mins. <div style="text-align: center;"></div> <p style="text-align: center;">Buddy Class.</p>	Warning 5 Teacher notifies student that they now have received a fifth and final warning for inappropriate behaviour and will be sent to the Associate Principals office. <div style="text-align: center;"></div> <p style="text-align: center;">Sent to Associate Principal</p>
	Classroom Teacher records behaviour in SIS and notifies parent	Associate Principal records behaviour in SIS and notifies parents

PLAYGROUND

First Level	Second Level Upon returning from time out, teacher reminds student of appropriate behaviour and looks to provide positive feedback as soon as possible if desired behaviour is evident.	Third Level Upon returning from time out, teacher reminds student of appropriate behaviour and looks to provide positive feedback as soon as possible if desired behaviour is evident.
Warning 1 Teachers give students a warning, stating the inappropriate behaviour followed by what the student should be doing.		
Warning 2 Teacher notifies student that they now have received a second warning for inappropriate behaviour and need to have 5 mins time out in a designated spot in the playground.	Warning 3 Teacher notifies student that they now have received a second warning for inappropriate behaviour and need to have 10 mins time out in the playground.	Warning 4 Teacher notifies student that they now have received their final warning for inappropriate behaviour and will be sent to the Associate Principals office.
 5 mns time out in playground	 10 mins time out in playground	 Sent to Associate Principal
	Duty Teacher records behaviour in SIS	Associate Principal records behaviour in SIS and notifies parents

BEHAVIOURS THAT CAN BE FAST TRACKED THROUGH WARNING SYSTEM

- violent behaviour (including punching, hitting, spitting and kicking with force or intent to injure another student or staff member)
- refusal to follow teacher instructions or move to time out
- damage to school property or resources

If routine measures prove ineffective or there is evidence of repeated inappropriate behaviour across a period of time, teachers should consult with the school leadership team and/or in time, the school's Learning Support Team. Resulting strategies could include: meeting with parents, lunchtime or recess alternative activities or placements (up to 30 minutes), informal counselling by school leadership team, individual behaviour plan, parent / teacher communication book, referral to support services and other strategies determined by staff involved (designated play area, high visibility vest).

Major or persistent unacceptable behaviour may involve any of the strategies used above as well as those listed below. A designated leadership team member will monitor the behaviour, whilst working closely with the classroom teacher and parents and report on progress to other staff at communication meetings.

SUSPENSION

The decision to suspend a student is not taken lightly and will be the strategy of last resort. It can only be made by the principal or delegate in line with the Department of Education policy.

There are two types of suspension;

- in-school suspension.
- and home suspension.

Suspension will, on most occasions, be immediate for any student who:

- **is physically violent** resulting in pain or injury, or who seriously interferes with the safety and well-being of other students, staff or other persons is to be suspended immediately.
- **is in possession of a firearm, prohibited weapon or knife.** In addition to the above the matter must be reported to police.
 - **uses, or is in possession of a suspected illegal substance.** In addition to the above the matter must be reported to police.

(For further detail refer to Department of Education Suspension and Expulsion of School Students Procedures)

A formal interview (if possible) may be held with the student prior to making the decision to suspend. The Principal or delegate must ensure, where possible, that the student is given explicit information about the nature or the allegation(s) and is given the opportunity to consider and respond to the allegation(s). The key features of this action must be recorded in writing. For very young children it may be advisable to have a parent or carer present during the interview.

A "Suspension Resolution" meeting may be convened by the principal at the earliest practicable opportunity. The principal, in conjunction with the parents or carers should utilize the school, regional and other available resources. (Refer to 6.2.4 for more detail)

RESTITUTION

Students may be required to make restitution as decided by the Administration in consultation with staff and /or parents or carers.

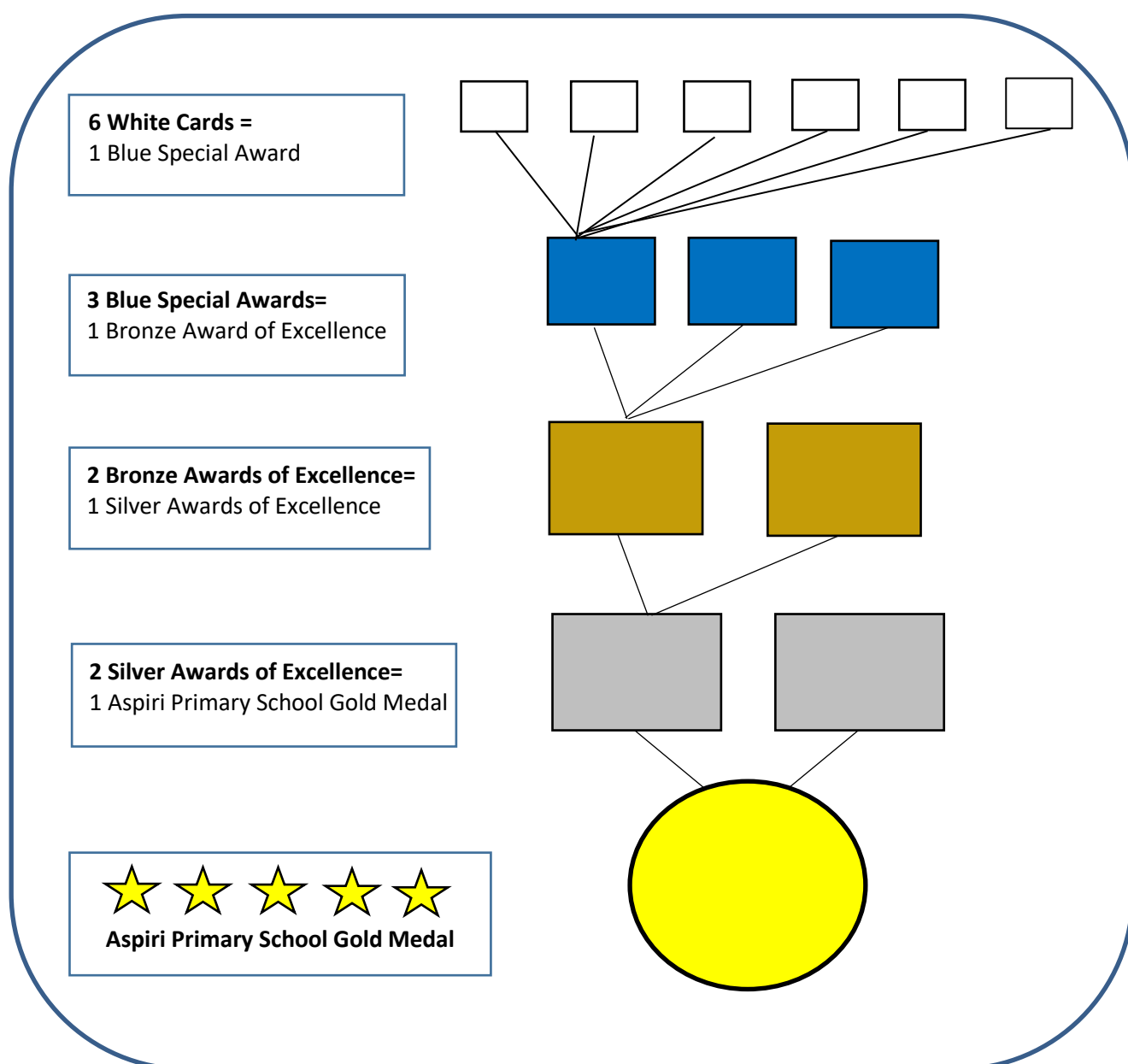


Merit System

MERIT SYSTEM

The Merit System will operate in the school, as set out below. All teachers award approximately 15 Achievement (White) Cards per week. These may be awards for classroom, playground, or any school activity for improvement, excellence or thoughtfulness. The White Cards are given on the spot. All subsequent awards are presented at Assemblies. Children are responsible for looking after the White Cards as no record is kept of these. They will then need to be returned to school to receive the Special Award.

Children will need to collect 6 White Cards to obtain a Blue Special Award: 3 Blue Special Awards are required for a Bronze Award of Excellence: 2 Bronze Awards of Excellence to achieve a Silver Award of Excellence and finally 2 Silver Awards of Excellence to gain an Aspiri Primary School Gold Medal. The system carries on from Kindergarten to Year 6.





ASPIRI PRIMARY SCHOOL
30 Sunray Avenue
Piara Waters, 6112, WA

Aspire to achieve together

Dear

Our school Behaviour and Well-being Policy states that parents are to be informed of each incident that is recorded in our records system. It is important that students see parents and teachers working together to promote excellent behaviour. We therefore ask that you speak to your son/daughter about the following event and assist us in encouraging more appropriate and/ or positive behaviour. If you wish to discuss this matter further, please phone and speak to the Associate Principal.

.....has been entered into the School Records System for:
.....
.....

This is the 1st 2nd 3rd 4th entry for your son/daughter this year.

Parent interview necessary? YES NO If YES please phone 9397 8300 to arrange a time.

Sincerely,

Associate Principal:

✂.....

ACKNOWLEDGEMENT OF BEHAVIOUR NOTIFICATION LETTER

I have seen this letter and have spoken to about this incident.

Signed:..... Dated:.....
Parent/Guardian

PLEASE RETURN THIS SLIP TO SCHOOL TOMORROW.