



West Balcatta
Primary School

West Balcatta Primary School

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STUDENT BEHAVIOUR POLICY & PROCEDURES 2022

1.0 BACKGROUND

At West Balcatta Primary School, we seek to provide a safe, supportive and inclusive environment. Individuals should feel valued and experience trust, mutual respect and acceptance. Our approach to behaviour issues is non-punitive and restorative in nature. We believe families, staff and students have a shared responsibility in teaching and encouraging appropriate behaviour.

As per the directives in the Department of Education, Student Behaviour Policy and Procedures, we use approaches which:

- are preventative in nature
- promote pro-social behaviour, student wellbeing and the development of self-discipline
- focus on early intervention
- outline procedures for the management of ongoing or serious misbehaviour
- promote restorative justice
- support positive student behaviour

Departmental policies, procedures and plans that support the implementation of Student Behaviour Policy and Procedures include:- *Student Attendance; Child Protection; Dress Codes for Students; Duty of Care for Students; Emergency and Critical Incident Management; Exclusion Orders; Records Management; Risk and Business Continuity Management; Students at Educational Risk; Students Online; Behaviour Management & Discipline Strategy; Disabilities Standards in Education - Information for Schools; Retention and Participation; Complaints Management Toolkit; Effective Teaching; Guidelines for Implementing Documented Plans in Public Schools; School Response and Planning Guidelines for Students with Suicidal Behaviour and Non-Suicidal Self-Injury; Homework Guidelines; Keeping our Workplace Safe; Physical Contact with Students; Talking with My School.*

2.0 CODE OF CONDUCT

Our Code of Conduct is represented in 3 main statements. These can be viewed in Appendix A. Students are also expected to follow *WBPS Cyber Citizenship Policy* and the rules set out in the *Online Services Acceptable Use Agreement*.

3.0 GOOD STANDING

Good Standing provides a system that ensures students maintain a satisfactory level of attendance, academic participation and behaviour. Good Standing procedures are a mandatory requirement for all public schools.

Good Standing reinforces the standard of behaviour and engagement expected by our school community. Good Standing is a status that all students at West Balcatta automatically achieve. Maintaining Good Standing is an incentive for students as it enables them to participate in classroom, school and interschool privileges, responsibilities and activities that are in addition to the regular learning program. Loss of Good Standing occurs when repeated or serious breaches of discipline occur.

Good Standing aims to encourage all students to take responsibility for their actions and to reach their academic potential. It also allows students who maintain good standing to be recognised in a positive way.

Maintaining and regaining Good Standing status requires a student to:

- Adhere to the school's Code of Conduct
- Display appropriate values, attitude and effort in all aspects of their learning
- Complete tasks and assessments as requested by staff
- Behave in a way that is appropriate and inclusive of staff and student rights
- Adhere to West Balcatta Primary School dress code

Students who lose Good Standing will have this noted on their behaviour record, with their status reviewed at an agreed-upon later date. Where behaviour has improved and no further consequences have been enforced, Good Standing will be reinstated. Decisions regarding Good Standing are made by Administration staff, alongside the Student Services Team and staff who work with the student.

4.0 RIGHTS AND RESPONSIBILITIES

Everyone in our school community has a right to be respected, the right to be treated fairly and the right to feel safe at all times. Students in particular have the right to learn and play without fear or prejudice.

4.1 Specific Responsibilities in Managing Behaviour

Parent/Caregiver Responsibilities

- Inform staff of any matters regarding their child's behaviour, including circumstances which may affect their child's behaviour
- Encourage children to take responsibility for their actions
- Reinforce and support the Student Behaviour Policy

Student Responsibilities

- Take responsibility for their actions
- Follow the school's Code of Conduct
- Be honest to themselves and others
- Display respect for themselves, other students, staff and the environment
- Inform parents if they have breached rights and responsibilities when required
- Ensure Reflection Sheets are completed to the best of their ability, handed to and signed by their parent/caregiver and returned to the Class Teacher the following day

Staff Responsibilities

- Model appropriate behaviour, language and actions
- Be proactive in addressing all student behaviour throughout the school at all times
- Promote the school's Behaviour Policy and be consistent and proactive in its application
- To develop and maintain a safe and positive classroom environment
- Recognise and reward positive behaviour
- Implement relevant consequences for breaches of the Code of Conduct
- Keep parents informed of both positive and negative behaviour, issues and concerns, as well as the Good Standing status of their child
- Seek support and advice when necessary and share ideas with colleagues
- Ensure Administration and necessary staff are kept informed

Administrator Responsibilities

- Ensure that staff, students and families are familiar with the Student Behaviour Policy
- Offer support to staff, students and families
- Inform relevant staff of specific circumstances regarding students when applicable
- Contact parents when/if necessary
- Support consequences and be available for positive reinforcement
- Investigate outside support for teachers
- Be present at interviews/case conferences when appropriate
- Consult with, and report to, the school board on the school's policy and performance regarding student behaviour
- Ensure the school's record keeping systems are kept up to date

5.0 ACHIEVING A SUPPORTIVE CULTURE AND POSITIVE LEARNING ENVIRONMENT

At West Balcatta Primary School, we use a range of strategies to establish and maintain a supportive culture and positive learning environment, teach and encourage pro-social behaviour, improve student wellbeing and reinforce positive behaviour. They include:

5.1 Whole School Incentives/Strategies

- Certificates of Recognition
- Promotion of the West Australian Values of Schooling, with a new 'focus value' each fortnight
- 'VOLTs' and special 'Power Boost' Certificates
- Aussie of the Month
- 'Golden Broom' Award
- Ed Connect Mentoring Program
- Student Leadership Opportunities
- Daily Announcements by Parliamentarians
- Announcements at 'Stand Up Assemblies'
- Buddy Bench
- Raffle Tickets for Faction points
- Group Programs – Building Buddies, Chillin' Tuesdays
- Good Standing Prize – 20 minutes extra play twice a term (mid-term and end of term) for students who display positive behaviours and have maintained their good standing for that period.

5.2 Classroom Incentives/Strategies

These will be implemented at the teacher's discretion in negotiation with the students. Some examples are:

Incentives

- Extrinsic - stickers, stamps, praise, prizes, raffle tickets, tick charts, 'VOLTs', Dojo points, group points
- Praise and encouragement
- Visit other classes and teachers
- Visit to Administration Staff

Strategies

- Direct communication with home
- Group-learning/Cooperative learning skills
- Explicit teaching of social skills and values
- Explicit Teaching of Cyber Citizenship ('Netiquette')

6.0 RESPONDING TO DIVERSITY AND DIFFERENCE

School staff will develop a documented plan for an individual student when the student's behaviour is considered to be at a level that is beyond the scope of the school's behaviour plans.

The process will include:

- Gather behaviour data, including observations, reviewing student's records and seeking advice from past teachers, School Psychologist and/or Administration
- Inform parents/caregivers of concerns
- Develop an Individual Behaviour Support Plan (IBSP) which includes history of behaviour, desired behaviour/goals, strategies for improvement (including both positive and negative consequences) and a process for regular reviewing and monitoring. The IBSP is to be a flexible document; and stakeholders who are involved (and their level of involvement) depend on the individual circumstances, age of student and developmental needs and severity of behaviour.

Additional support may include:

- Involvement of School Student Services Team (School Psychologist, School Chaplain, Student Services Associate, Teacher Representatives)
- Buddy systems
- Accessing the 'Disability Resourcing System' for students with special needs
- Professional Learning
- School of Special Educational Needs (SSEN)
- Outside agencies

Many students with special needs can have behavioural difficulties that occur because of the nature of their disability or alternately arise out of frustration and an inability to communicate their feelings or needs.

- Staff will ensure that documented plans are being followed by students and/or staff. These are a requirement for any SEN student who has ongoing and/or serious breaches of discipline and should be created in consultation with the parents and students where applicable.
- Care must be taken when considering what may appear to be a breach of school discipline if committed by a student with a disability. A student receiving less favourable treatment, due to behaviour caused by, or related to their disability may be deemed as a breach of the Disability Discrimination Act.
- All breaches of discipline will be assessed on a case by case basis by the Student Services Team, staff members involved and parents where applicable. A 'reasonably proportionate response' to the behaviour will be made after considering all the circumstances.
- Breaches will be recorded as evidence for future support and planning.

- No student with a diagnosed or imputed disability will be suspended without consultation between the class teacher, members of the Student Services Team and a representative from Administration.

7.0 PREVENTING AND RESPONDING TO BULLYING

Bullying is any repeated, deliberate behaviour intended to hurt another person. It may be physical, social and/or emotional and occurs over a period of time.

7.1 Whole School Strategies for Preventing Bullying

- Bullying education and awareness
- Teaching of conflict-resolution skills when required
- Teaching and promoting of cooperative learning, social skills and self-management and regulation through Health Programs throughout whole school
- Whole school Values Program
- Information and support provided to families when appropriate
- Participation in the National Day of Action Against Bullying and Violence
- Group Programs – Building Buddies, Chillin' Tuesdays
- *Cyber Bullying; refer to Cyber Citizenship policy*

7.2 Whole School Strategies for Responding to Bullying

- Staff to consult with the Student Services Team, Administration, other teachers, families, and Ed Connect program mentors as necessary
- Staff are prepared to listen to both victim and perpetrator without bias, and take appropriate steps, using a 'no blame' approach and restorative practices
- Staff to clearly communicate to each other and caregivers in relation to bullying incidents
- *Cyber Bullying; refer to Cyber Citizenship policy*

8.0 BREACHES OF DISCIPLINE

8.1 West Balcatta PS – Breach of Discipline

A Breach of School Discipline is any act or omission that impairs the good order and proper management of the school. A breach is a behaviour or activity which disregards our Code of Conduct. Repeated breaches will be reported to parents and may result in an Administration Referral and/or loss of Good Standing. All consequences include restorative practices which involve managing conflict and tension by refocusing on repairing harm and strengthening relationships.

8.2 West Balcatta PS - Serious Breach of Discipline

A **Serious Breach of School Discipline** may include:

- Being physically intimidating or threatening towards others
- Disobeying staff instructions
- Using language which is offensive, threatening or intimidating
- Thieving, vandalising or misusing property

9.0 RESPONDING TO BREACHES OF DISCIPLINE

9.1 Responding to Breaches

In the Classroom, the teachers use the following set of consequences (or similar to) for Breaches of Discipline at their discretion:

1. **First Warning:** eg Traffic lights, name on board
2. **Second Warning:** eg move to next traffic light, cross next to name
3. **Third Warning:** Reflection Sheet (See Appendices B-F) to be completed at the teacher's discretion. This must be signed by both caregiver and teacher. If the signed Reflection Sheet is not returned to the teacher the following day, contact to parent/caregiver is made by the teacher. Parents are informed that the student is at risk of losing their Good Standing.
4. **Fourth Warning:** Administration Referral Form (Appendix G). The student's behaviour is dealt with at an administrative level. Parents are informed that the student has, or is at risk of, losing their Good Standing.

9.2 Responding to Serious Breaches of Discipline

Each Incident: In the event of a serious breach of discipline, the witnessing staff member completes an Administration Referral Form (Appendix G) and hands it to an Associate Principal. Investigation is then carried out by the Associate Principal, and will involve consultation with the classroom teacher, referring staff member and/or witnesses to the event. The Student Services Team may also be involved in this process. If the breach is confirmed, parents are informed and the student has lost their Good Standing immediately, or is at risk of doing so.

First & Second Incident: The student is counselled and given time to reflect on and learn from the incident by spending a recess and a lunch (or agreed time frame) in supervised withdrawal. They will complete a Reflection Sheet (See Appendices B-F), provided by the Associate Principal. This will be completed by the student (with support, if necessary) and signed by Administration, and then sent home for parents/caregivers to sign. This, along with the signed *Notice of Behaviour Incident Acknowledgement Slip*, is due back at the office the following school day and will be stored in the student's file.

Third Incident: The third time a student displays a serious breach; he/she will be counselled and will have supervised playtime withdrawal (up to 5 days) with a 'Restorative Package', which includes restorative practice/reflection activities to be completed. A *Notice of Behaviour Incident Acknowledgement Slip* is sent home to be signed, due back at the office the following school day. The Restorative Package will need to be completed by the student and signed by Administration, and then sent home for parents to sign. A case conference will be organised with the parent/caregiver, class teacher, Student Services Team and a member of Administration, where an IBSP will be created and further plans/referrals made to help prevent further incidents and assist the students with social skills and/or self-regulation.

9.3 Suspension

Suspension is only used in severe circumstances of serious physical or verbal assault, and is for the purpose of providing the opportunity for:

- The student, other students or staff to calm and recover
- All to reflect on and learn from the incident, including where appropriate participating in restorative practices
- The school to evaluate existing IBSPs, meet with stakeholders, seek advice on how to better support the student, and put in place any adjustments to plans, resources, staff or strategies that may be required
- 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

The length of time spent suspended is decided by the Principal (or Associate, in their absence) and Student Services Team as close as possible to the time of the incident and depends on the severity of the Breach of Discipline. The duration of the suspension (whereby a child is not allowed on the school premises) may be up to 10 days in one instance and will begin the next school day after the incident occurred.

The student is provided with a 'Suspension Package' which includes appropriate work provided by their class teacher and/or reflection and restorative practice/reflection activities that must be completed. In some circumstances an alternative consequence will be determined by members of the Student Services Team.

NB In the Principal's absence authority is delegated to an Associate Principal to manage, sign and communicate suspension.

9.4 Physical Restraint of a Student

The Principal will ensure that physical restraint of a student is only used:

- Where that emotional or behavioural state poses imminent risk of harm to self or others or risks significant damage to property

- In circumstances where a student's emotional or behavioural state prevents other strategies from being successful
- For the minimal amount of time needed for the student to recover an emotional or behavioural state
- By staff members who are adequately trained to do so in a safe manner

10.0 DRUG & ALCOHOL MISUSE BY STUDENTS

In circumstances where the Staff has reasonable grounds to suspect a student is under the influence of alcohol or drugs, the student will be counselled by the Chaplain, Principal or Associate Principal and parents notified. Police may also be notified.

11.0 WEAPONS ON SCHOOL SITES

Students are not to be in possession of weapons on the school site. Incidents involving weapons are to be dealt with as a serious breach of school discipline and students suspended immediately. Police may also be notified.

12.0 RISK OF SUICIDAL BEHAVIOUR AND/OR NON-SUICIDAL SELF-INJURY

A risk management plan will be developed by the School Psychologist, Classroom Teacher and Student Services Team when a student is at risk of suicide or self-harm. A staff member who is "Gatekeeper" trained will be involved or consulted. Plans will be located in the Administration Offices, Medical Room and Student Services Office. A copy will be provided to all teachers of the student. Remaining staff will be given any information required to keep the student safe.

Staff must report ALL suspected suicidal behaviour or non-suicidal self-injury to a member of administration, who will follow-up.

13.0 BEHAVIOUR AND ATTENDANCE

The only basis for enforcing absence from school on behaviour grounds is suspension.

14.0 RECORD KEEPING

14.1 Suspension and Serious Breaches of Discipline are recorded in Integris. A copy is produced for the classroom teacher which is filed in the green Student Profile Folder.

14.2 All reflection sheets are recorded in Integris filed in the green Student Profile Folder.

14.3 Risk Management Documents are distributed to the relevant staff members and a copy is filed in the Student's folder and in the School Psychology Files.

14.4 Serious incidents may require the submission of a *Critical Incident Report*.

15.0 MOBILE PHONE MANAGEMENT

Mobile phones have become increasingly prevalent in our school and while the school understands that caregivers provide mobile phones to their children for safety and other reasons, it is necessary that staff and students not be disrupted by mobile phones in classrooms and to maintain good order. As a result:

- Caregivers will be notified of the school rules regarding mobile phones and electronic equipment
- Mobile phones are to be secured at the beginning of the school day at the office, unless the classroom teacher is willing to take responsibility within the classroom
- Electronic devices are not permitted on school premises whatsoever (NB: This does not apply to iPads belonging to children participating in the 1:1 Bring Your Own Device Program)
- Any unsecured phones and electronic equipment found will be secured by the school's administration, and caregivers will be contacted to retrieve the item/s. Items will NOT be returned to students

16.0 REVIEW OF POLICY

This policy is due to be reviewed during Term 2, 2024.

17.0 APPENDICES

Appendix A Code of Conduct

Appendix B Reflection Sheet (K & P) –

Print on Blue Paper

Appendix C Reflection Sheet (Years 1 & 2) –

Print on Blue Paper

Appendix D Reflection Sheet (Years 3 & 4) –

Print on Blue Paper

Appendix E Reflection Sheet (Years 5 & 6) –

Print on Blue Paper

Appendix F Reflection Support-

Print on Blue Paper

Appendix G Administration Referral –

Print on Orange Paper

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CODE OF CONDUCT

1. We respect and are responsible for ourselves

- We wear our uniforms with pride and our hats outside
- We learn and play safely

2. We respect others

- We speak politely and use manners
- We are kind and considerate to others
- We follow the instructions of staff at all times

3. We respect the environment

- We eat and play in the right areas and walk on hard surfaces
- We put our rubbish in bins
- We look after property belonging to ourselves, others and the school



Department of
Education



West Balcatta
Primary School

Kindy & Pre-Primary Reflection

Name:	Date:
Teacher:	TA:



How do you feel?



happy



sad



angry

How do you think _____ feels?



happy



sad



angry

Why do they feel this way? _____

What will you do next time?

Draw a picture of you doing the right thing.

Teacher signature & comment:
Parent signature & comment:
Time & Place of Reflection:
Good Standing Status/further action:

Year 1 & 2 Reflection



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Name:	Date:
Teacher:	TA:

Use words and pictures to reflect on your behaviour.

What happened?	Which part of the Code of Conduct did I not follow?
How did it make other people feel?	What am I going to do about it?

Draw a picture of how you will behave next time.

Teacher signature & comment:

Parent signature & comment:

Time & Place of Reflection:

Good Standing Status/further action:

Year 3 & 4 Reflection

Name:	Date:
Teacher:	TA:



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What happened?

Which part of the Code of Conduct did you not follow?

Why did you choose to behave like you did?

How do you feel about your behaviour now?

Who was affected by how you behaved and how?

What could you have done differently?

What will you do now to fix this situation?

Teacher signature & comment:

Parent signature & comment:

Time & Place of Reflection:

Good Standing Status/further action:

Year 5 & 6 Reflection

Name:	Date:
Teacher:	TA:



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Why you have been given this Reflection Sheet? Please explain your version of events.

How were you feeling at the time? _____

Have you behaved in this way before? _____

How do you feel about your behaviour now? _____

Who has been affected by your actions? _____

How have they been affected? _____

What are you going to do to make things right? _____

If this situation happened again, how would you respond/act differently? _____

Would you like some support with your feelings/behaviour? If so, who would you like to discuss this with? _____

Teacher signature & comment:

Parent signature & comment:

Time & Place of Reflection:

Good Standing Status/further action:

Reflection Support

Name:	Date:
Teacher:	TA:



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What happened? _____

Did I make a **good** choice or **bad** choice?



How did I make _____ feel?

Next time I should _____

To make things better I will _____

Use space below to make notes from discussion/counselling with student, or ask student to draw a picture/write a sentence about the outcome.

Teacher signature & comment:

Parent signature & comment:

Time & Place of Reflection:

Support Provided:

Further Actions (if applicable):

Administration Referral Form

Student:		Issuing Staff Member:	
Room No:	Year:	Date:	Time:

Reason for referral: (please tick)

- Behaviour Management has reached step 4 (Classroom Reflection Sheet completed & attached)
- Disobeying staff instructions
- Thieving, vandalising or misusing property
- Offensive language to students
- Offensive language to staff
- Physically intimidating or threatening others
- Serious physical assault



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Detailed description of the behaviour/incident

Whilst a decision is being made, I would like the student to: (please tick)

- Remain in the office until a decision has been made
- Return to the classroom

NOTES