



KARDINYA PRIMARY SCHOOL
Learning for Life

Positive Behaviour Policy

Ratified by:	Date available	Date approved
Executive Leadership Team	October 2019	October 2019
Staff	November 2019	November 2019
School Board	November 2019	November 2019
Review to align with implementation of PBS	February 2021	
Review Date	October 2021	

CONTENTS

Rationale	2
Aims	2
Role and Responsibilities of Students.....	3
Role and Responsibilities of Staff.....	3
Role and Responsibilities of Administration.....	4
Role and Responsibilities of Parents/Caregivers.....	4
Behaviour Matrix	5
Positive Incentives and Rewards.....	6
Hierarchy of Negative Behaviour.....	7
Good Standing	8
Classroom Consequences and Procedures	9
Playground Consequences and Procedures	10
Detention.....	11
Bullying	11
Management of Severe Behaviour	13
Suspension.....	13
In-school Suspension.....	14
Appendix 1: Reflection Sheet (Yrs 3-6).....	15
Appendix 2: Reflection Sheet (Yrs K-2).....	16

RATIONALE

In 2019, Kardinya Primary School developed a Whole School Behaviour Plan focussing on the positive behaviours that enhance the ability of teachers to teach and students to learn in a supportive, safe, non-judgemental environment. As a result, we have been working towards the implementation of WA Positive Behaviour Support.

The Whole School Behaviour Plan has been changed to the Positive Behaviour Policy in line with the concepts and processes outlined in WA Positive Behaviour Support (WAPBS). We acknowledge the values of learning, excellence, equity and care, which guide our social and civic interactions within the community. We embrace a tolerant, respectful community that allows for collaboration. We will ensure this policy is provided to, and understood by, all members of our school community.

AIMS

Positive behaviour management is just one way of embracing the whole child. We acknowledge that all parties, including staff, administrators, parent/carers and family, need to share responsibility for modelling, teaching, encouraging and reinforcing appropriate behaviour.

It is imperative that our Positive Behaviour Policy meets the social, emotional, physical and academic needs of students within the school community. Through emphasis on the Kardinya Primary School 3 key behaviour expectations – Respect, Responsibility and Resilience – students contribute to the creation of a positive educational environment where all members of the school community work together respectfully and collaboratively. Importantly, our ability to establish positive relationships between students, parents, staff and community members is paramount to resolving issues when they occur.

The Positive Behaviour Policy document acknowledges individual differences amongst students and provides for a flexible process for teachers and administrators responding to behavioural issues, ranging from everyday classroom misdemeanours to serious breaches of the School Code of Conduct. At Kardinya Primary School we consistently encourage positive behaviours and reinforce their value during everyday interactions. We explicitly teach expected behaviours, in accordance with our Behaviour Matrix, which was developed in conjunction with all stakeholders. We guide students to learn appropriate classroom and playground behaviour.

ROLES AND RESPONSIBILITIES OF STUDENTS

Students at Kardinya Primary School will:

- contribute to a shared understanding of the expectations outlined in the Behaviour Matrix. development of classroom rules and guidelines with class teacher;
- follow the school and classroom rules developed collaboratively to ensure they are working/progressing to the best of their ability;
- ensure that their behaviour is not disruptive to their own learning or that of others;
- behave in a way that protects and cares for the safety and well-being of others; and
- work towards developing positive relationships with staff, peers and our community.

ROLES AND RESPONSIBILITIES OF STAFF

Staff at Kardinya Primary School will:

- model respectful, courteous and honest behaviour and communication;
- explicitly teach and model the expectations as outlined in the Behaviour Matrix;
- clearly display the KPS Behaviour Matrix in their classroom;
- consistently recognise and reward specific behaviours both in class and in the playground;
- support students to follow behaviours according to the Behaviour Matrix through display, discussion and explicit teaching as required of the 3 behaviour expectations (Respect, Responsibility, Resilience);
- reward positive behaviours using school incentive programs
- negotiate and determine class / playground rules and expectations with students and have these clearly displayed in the classroom;
- provide rewarding, relevant and engaging learning opportunities;
- establish and maintain a positive classroom environment;
- report student incidents and any behavioural concerns to parents and the school Administration;
- document any breaches in positive behaviour or relevant information and keep Administration, and parents, informed of any current concerns or issues;
- record behaviour in duty file/SIS as needed and maintain those records as required;
- work towards establishing positive relationships with students and parents;
- maintain communication regarding students at risk and develop links with parents/caregivers to enhance the pastoral care of students;
- develop individual behaviour plans, as needed, with the support of School Administrators;
- liaise with outside agencies, as required, on an individual needs basis; and
- outline the Positive Behaviour Policy and Good Standing requirements to parents (and students) at class information sessions at the commencement of each school year.

ROLES AND RESPONSIBILITIES OF ADMINISTRATION

School Administrators at Kardinya Primary School will:

- promote a positive School culture;
- model respectful, courteous and honest behaviour and communication, in line with the KPS Behaviour Matrix;
- support teachers with behaviour development and management;
- support teachers with developing individual behaviour plans as needed;
- facilitate behaviour meetings as necessary;
- liaise with outside agencies as required on an individual needs basis;
- maintain behaviour records on SIS as required;
- consistently implement, maintain and reinforce the Positive Behaviour Policy;
- consult with the School Board on the KPS Positive Behaviour Policy;
- review whole school behaviour support planning annually and whenever the school data indicates the need, in collaboration with all staff;
- report annually to the School Board on the school's performance in the area of behaviour management;
- decide consequences for behaviour according to the school's Positive Behaviour Policy; and
- manage the communication strategy to ensure all members of the school community are aware of, and understand, the Positive Behaviour Policy.

ROLES AND RESPONSIBILITIES OF PARENTS / CAREGIVERS

Parents and Caregivers at Kardinya Primary School will:

- model respectful, courteous and honest behaviour;
- ensure that their child attends school regularly;
- ensure that their child arrives at school punctually every morning;
- participate positively as partners in their child's education;
- inform the school of changes in the home environment that may affect their child's behaviour at school;
- encourage children to report bullying incidents to their teacher in a timely manner;
- build positive relationships with the School community;
- keep informed of the Kardinya Primary School Positive Behaviour Policy; and
- speak to their child's classroom teacher promptly when there is a concern so the matter can be resolved quickly.

BEHAVIOUR MATRIX

The Behaviour Matrix is included on the following page.



KARDINYA PRIMARY SCHOOL
Learning for Life

KARDINYA PRIMARY SCHOOL BEHAVIOUR MATRIX

BE YOUR BEST

	Everywhere	Inside	Outside
 <p>We are Respectful</p>	<ul style="list-style-type: none"> • Be Kind • Accept and value differences • Demonstrate good manners 	<ul style="list-style-type: none"> • Allow everyone to learn • Care for all equipment • Listen to Understand 	<ul style="list-style-type: none"> • Care for the environment • Include others • Cooperate
<p>We are Responsible</p>	<ul style="list-style-type: none"> • Make good choices • Own your actions • Be safe 	<ul style="list-style-type: none"> • Clean up after yourself • Be prepared • Be teachable • Follow instructions 	<ul style="list-style-type: none"> • Help others • Follow the rules • Be fair, fun and safe
<p>We are Resilient</p>	<ul style="list-style-type: none"> • Be patient • Find a solution • Focus on the positive 	<ul style="list-style-type: none"> • Learn from mistakes • Persevere • Ask for help • Practise makes progress 	<ul style="list-style-type: none"> • Think of alternatives • Bounce back • Speak up for yourself

POSITIVE INCENTIVES AND REWARDS

Classroom / Whole School

Kardinya Primary School encourages the use of positive rewards. This helps reinforce the message that positive behaviours are valued, encouraging them to be repeated.

Some examples include:-

- Class DOJO
- Verbal praise from teachers, admin, mentors or parent helpers
- stamps / sticker system
- individual class awards
- faction tokens (New tokens – Respectful, Responsible, Resilient)
- attendance rewards - fortnightly
- merit Certificates
- 'Aussie of the Month' awards
- playground tokens - teachers
- playground tokens - monitors
- visiting Admin. to show great work
- conversations or positive notes to parents
- faction rewards (long play, ice-cream, free dress, surprise event)
- "Capture the Flag"
- recognition at assemblies
- class recognition
- work displayed in Administration
- recognition via school newsletter
- representing the school in an out of school activity
- end of year Book Awards

HIERARCHY OF NEGATIVE BEHAVIOURS

	Classroom	Playground	Actions
Level 1 Low Level	<ul style="list-style-type: none"> • off task (including IT) • calling out • chatting to others • wandering around • inadvertent swearing • being 'mean' 	<ul style="list-style-type: none"> • running on hard surfaces or around classrooms (x1) • eating/playing outside of correct area 	<ul style="list-style-type: none"> • 'a quiet, private discussion with the teacher • time out' supervised by Duty teacher
Level 2	<ul style="list-style-type: none"> • running inside • pushing/hitting • name calling • answering back • writing notes • inappropriate language • name calling / nasty comments • inappropriate use of IT 	<ul style="list-style-type: none"> • repeated level 1 offences • tackling • rough play • constant swearing • out of bounds • stealing hats • hiding belongings • repeated exclusion • fighting 	<ul style="list-style-type: none"> • privilege loss • name in duty file & submitted to Deputy • recorded on SIS • letter to parents after 3rd incident • reflection time in a buddy room • 'community' service • teacher informs parent if behaviour persists
Level 3 Severe	<ul style="list-style-type: none"> • • verbal/physical abuse of staff or student • inappropriate/ defamatory messaging using IT • stealing property • vandalism • bullying • constant repetition of level 1 or 2 offences 	<ul style="list-style-type: none"> • fighting (high level of hurt) • verbal/physical assault of staff or student • sexual intimidation • offensive behaviour • Bullying (repetition level 2 negative behaviours) • inappropriate/ defamatory messaging • threatening behaviour 	<ul style="list-style-type: none"> • teacher refers incident to Admin • playtime detention • in-school suspension • out of school suspension • possible loss of Good Standing • HELP card used when immediate help required • Behaviour recorded in SIS • Admin staff contact parents as required

GOOD STANDING

All students in the school commence with, and retain, 'Good Standing' while exhibiting satisfactory attendance and behaviour that aligns with the school's values and beliefs. These expected behaviours are clearly articulated in the school's Positive Behaviour Policy and Behaviour Matrix. Shared expectations and responsibility for behaviour are established in partnership with students, their parents/carers and the school community.

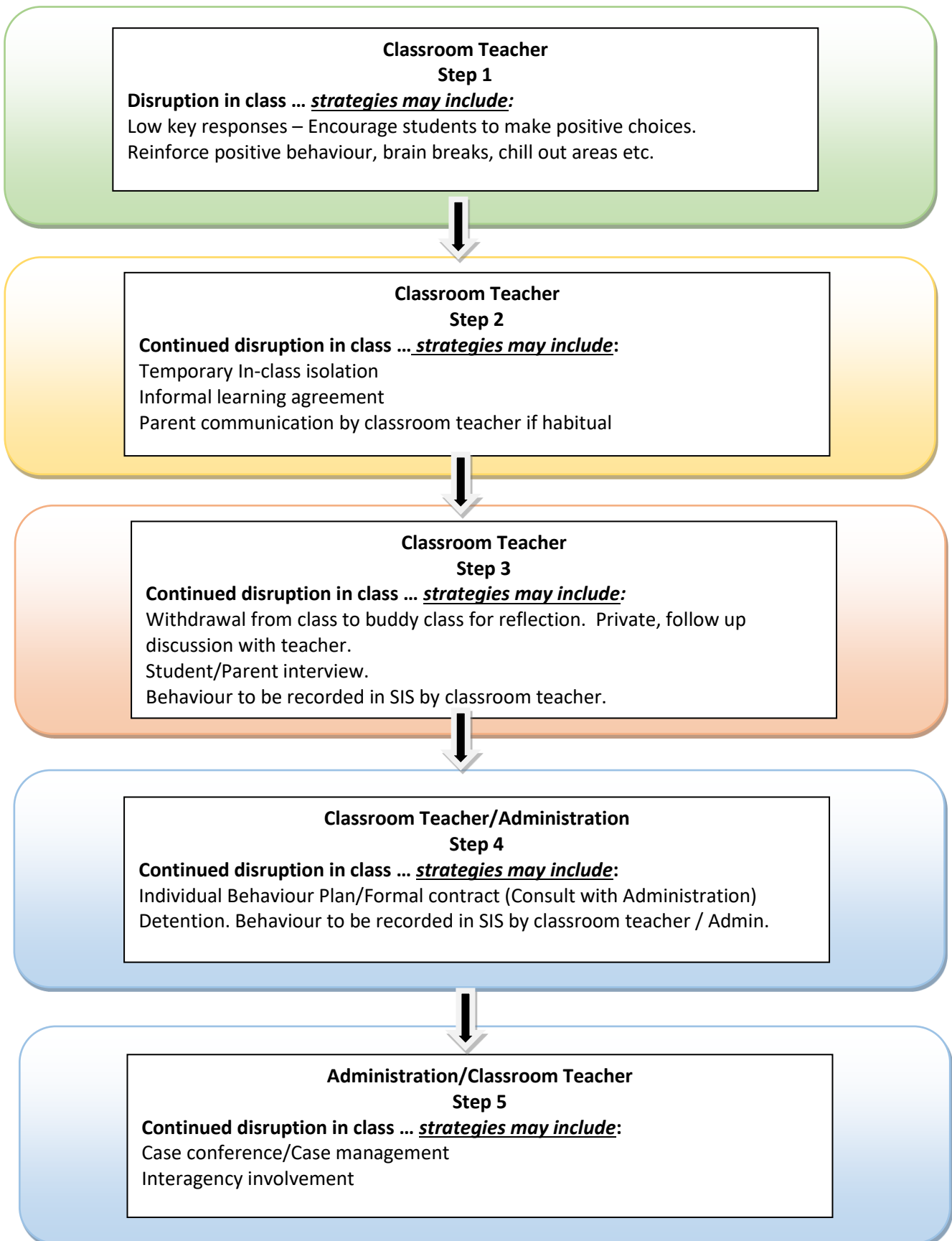
The Principal or Deputy Principal may withdraw students 'Good Standing', at their discretion, after a serious behaviour incident or a series of behaviours that are not aligned with the school's Positive Behaviour Policy. Parents must be notified.

Students losing Good Standing lose all extra-curricular privileges (anything that is not part of the compulsory curriculum). Deputies will negotiate an individual plan for each student to assist them to regain their Good Standing.

1. All students have Good Standing status at the commencement of the year.
2. Students can only have their Good Standing status removed (and re-instated) by a member of the School's Administration.
3. Loss of Good Standing should be expected for Level 3 behaviour (see Hierarchy). In extenuating circumstances, discretion may be used by the investigating administrator.
4. Any student suspended will lose their Good Standing status.
5. The period of loss will be for 10 school days attended.
6. Administration will notify students verbally.
7. Administration will notify parents by letter, giving the reason for the loss of Good Standing status, the length of the loss and what behavioural changes need to occur in order to regain Good Standing status.
8. All relevant staff will be notified.
9. Students will be placed on Daily Target Sheets for 5 days to closely monitor and assist them in the regaining of their Good Standing status.
10. Loss of Good Standing status will not prevent students attending an extra-curricular activity providing they have Good Standing status on the day of the activity.
11. Examples of school activities that loss of Good Standing status can affect include: class reward activities, interschool representation, excursions, incursions, school camps and other similar activities.
12. If students' behaviour over the 10 day period results in another Level 3 misdemeanour, it will be at the discretion of the Administration to decide on how much to extend the 10 day period. Suspension may be considered in the same manner as the first notification.
13. If the initial 10 days is extended, Administration will notify the student, parent and relevant staff.
14. Loss of Good Standing will be recorded in SIS.

CLASSROOM CONSEQUENCES AND PROCEDURES

Behaviour Escalation Flowchart (in a single day)



PLAYGROUND CONSEQUENCES AND PROCEDURES

Playground Behaviour Escalation

Step 1 Official Warning

Student is warned and counselled.
Name recorded in Duty file.
Information recorded in SIS by Administration.



Step 2 Teacher Isolation

Student will walk with the teacher whilst being counselled.
Name recorded in green Duty file.
Information recorded in SIS by Administration.



Step 3 Timeout

Student is referred to the Deputy Principal for further follow up and/or detention.
Information recorded in SIS by Administration.

DETENTION

Kardinya Primary School accepts the use of detention by Administration as an intervention strategy, applied in accordance with the intent of the school's Positive Behaviour Policy.

Students will be sent to the area outside the Deputy's Office at the next recess or lunch break.

Students may not talk or socialise in any manner while on detention.

Students who are legitimately absent on the day of their detention must complete the set detention at the nearest possible date following the one they missed.

It is the responsibility of the staff member assigning detention to:

- notify the student and the parent/caregiver of the detention, its reason and duration;
- follow up with students and arrange appropriate consequences should the student not turn up or be late to detention;
- ensure appropriate records are maintained;
- supervise the detention;
- ensure students have adequate time to eat their lunch, get a drink, go to the toilet and where possible, 'burn off some energy'; and
- ensure the detention is recorded in SIS.

BULLYING

Bullying is ongoing and deliberate misuse of power in relationships. Bullying behaviour is **repeated** and can involve an individual or groups. A single incident, conflict or fights between equals is not bullying.

It can be:

- physical aggression;
- the use of put-down comments or insults;
- name-calling;
- damage to a person's property;
- deliberate exclusion or extortion;
- the setting-up of humiliating experiences; and
- written abuse, for example: sending nasty notes, emails or other forms of social media.

Responsibilities of Staff

Kardinya Primary School values positive relationships between staff, students and the wider community and commits to the prevention and management of bullying. Staff at the school recognise that everyone in the school community has a responsibility to prevent bullying. Educating students so that they are empowered to keep themselves safe is an important preventative strategy.

All staff should:

- support students who report that they are being bullied;
- be vigilant in identifying students who are being bullied;
- teach students what to do when they see or experience bullying;
- promote positive bystander behaviour (be an 'upstander');
- assist bullies with strategies to change their behaviour;

- record incidents of bullying in SIS to allow for monitoring;
- take bullying seriously whether in, or outside, the classroom;
- be on time for duty and actively supervise whilst on duty; and
- address and act upon all acts of bullying.

To prevent bullying, processes available to staff and students include:

- Self-management skills explicitly taught in the Health Education curriculum.
- Student Protective Behaviours learning for all Kindergarten to Year 6 students.
- Explicit teaching of social skills, assertiveness and coping skills.
- Relationship building and belonging activities.
- Modelling of appropriate behaviour to students by staff / community members.

Process for addressing 'Bullying'

When bullying is identified, the school staff use a range of processes appropriate to context. If students experience bullying, they should approach a trusted, supportive adult, to seek immediate assistance or advice. If the report is verified, the school will view the matter seriously and will take appropriate action, which may include, but is not limited to:

- investigating the incidents / allegations of bullying.
- consequences – detention or suspension.
- counselling.
- safety planning.
- restorative practices with parents/caregivers or students.
- Individual Behaviour Plans.
- Risk Management Plans.
- case conferences with parents/caregivers or students.
- parent/caregiver meetings.
- mediation with parents/caregivers or students.
- relationship building activities between students or parents/caregivers.
- peer mediation.
- police notification.

Feedback will be provided to parents/caregivers in regard to actions taken by the school to resolve the issue.

If students or parents/caregivers feel the issues are unresolved, they are encouraged to be persistent, and keep relevant school personnel informed of any ongoing issues. Action plans will continue to be put into place, until the matter is resolved.

MANAGEMENT OF SEVERE / CONSISTENT NEGATIVE BEHAVIOUR

In line with the directive from the Director General to Principals of all schools, students who fight or make intentional physical contact with other students, or staff, will be suspended.

Suspension

Kardinya Primary School accepts the use of student suspension procedures required by the Department of Education as an effective behaviour management strategy for students with serious or persistent breaches of the school's Code of Conduct.

Suspension removes the student from the school environment, reduces the opportunity for reinforcement of their behaviour and provides a period of reflection between the incident and the resolution process. This provides an opportunity for all students, parents/caregivers, and school staff to think about the incident and behaviours, enabling a considered, positive resolution and re-entry plan. It allows time to restore the safe, supportive, respectful and positive learning environment that enhances and maximises student wellbeing and academic outcomes.

Reasons for Suspension

The following behaviours are most likely to result in a period of suspension:

- physical assault, intimidation, verbal abuse or harassment of staff;
- physical assault, intimidation, verbal abuse or harassment of other students;
- wilful offence against property;
- substance misuse; and
- illegal substance offences.

Imposing a Period of Suspension

The Principal is responsible for issuing all suspensions.

Students can be suspended from between 1 and 10 days depending on the type, frequency and severity of the offence.

Prior to imposing a period of suspension the behaviour /incident must be fully investigated.

The student/s is to be given the opportunity to respond to the behaviour / incident.

When the School proposes to suspend a student the parent/caregiver will be notified. The reason/s for the suspension will be made clear and the parent/caregiver given the opportunity to respond and discuss possible sanctions that may be imposed.

Students suspended will be sent home after their parent/caregiver has been contacted. If parents do not attend school, or arrange a suitable alternative, the Department of Education will be notified.

A copy of the Suspension Notification will be given to the parent and placed on the student's file. The Suspension Notification must contain:

- The reason for the suspension from the School (including specific details and exact language where applicable)
- The duration of the suspension and the date that the student may return to the School
- A contact name at the School that parents may contact
- Information regarding any specific conditions attached to the suspension

During the period of suspension, a parent/caregiver is responsible for the student and he/she may not enter school grounds under any circumstances.

A student's Good Standing level will be affected as a result of the suspension.

Education Instruction for Students Suspended from School

Any student who is suspended from the School will be provided with a package of work to be completed during the period of suspension. This package will be appropriate to the student's needs.

Suspended students will be provided with the opportunity to complete assignments or assessments conducted during the period of suspension.

Return from suspension

The suspended student and their parent / carer must attend a re-entry meeting in the school office before going to class.

At the Return from Suspension meeting, an IBMP/IEP etc. will be developed in collaboration with student, parent/caregiver, external agencies and relevant school staff.

The student should submit their completed "suspension package" of school work.

The incident or issue, which led to the suspension, must be resolved before the child is able to resume normal classes. At this point strategies should be implemented to prevent future re-occurrences of the behaviour/s. A restorative process will be used providing the student with the opportunity to repair the harm.

Role of the Principal

The Principal shall monitor and review all suspensions. Parents/caregivers and students have the right of appeal regarding all suspensions.

In-school Suspension

Kardinya Primary School accepts the use of in-school suspensions in the following circumstances:

- As a strategy, applied in accordance with the intent of the school's Positive Behaviour Policy.
- Other consequences as determined/directed by the Principal or delegated representative.

Students may not socialise in any manner while on in-school suspension. Students may go to the toilet while on detention, but must be accompanied by a staff member to the toilet block. Students will have a separate recess and lunch time whilst on in-school suspension.

Students who are legitimately absent on the day of their in-school suspension must complete the set in-school suspension on their return to school.

It is the responsibility of the administration member assigning in-school suspension to:

- Notify the student and the parent/caregiver of the in-school suspension, its reason and duration.
- Provide the parent/caregiver with an alternative consequence should in-school suspension not be desired.
- Follow up the students and arrange appropriate consequences should the student not turn up for in-school suspension.
- Ensure appropriate records are maintained.

Reflection and Think Sheet

Date _____

Name _____

Year _____ Class _____

STOP

It is time to STOP and THINK.

You have made some poor choices today.

Let's turn this day around – **think** about your behaviour and **change** your actions.

THINK



What have I done to get to this stage?

Why did I do it?

felt angry ☐ sad ☐ scared ☐ aggressive ☐

left out ☐ other ☐ _____

DO!

What will I do to turn my day around?

Can I do something to fix things?

Do you need some help? yes ☐ no ☐

Student signature: _____ Teacher signature: _____

Recorded in SIS: yes ☐ no ☐

Reflection and Think Sheet

Date _____

Name _____

Year ____ Class ____








(Can be scribed in by classroom teacher / EA if required)

It is time to **stop** and **think** about your behaviour.

**Let's turn this day around so everyone
can have a good day.**

What did you do?

How do you feel?

			
mad <input type="checkbox"/>	sad <input type="checkbox"/>	happy <input type="checkbox"/>	other _____
			
embarrassed <input type="checkbox"/>	ashamed <input type="checkbox"/>	worried <input type="checkbox"/>	frustrated <input type="checkbox"/>

How could you fix this?

Student signature: _____ Teacher signature: _____

Recorded in SIS: yes ☐ no