

POSITIVE BEHAVIOUR AND ENGAGEMENT POLICY

Rationale

At Winthrop Primary School we have the right to: work together in a safe, caring, and inclusive environment showing courtesy, cooperation, and consideration towards others.

Our Purpose:

Winthrop Primary School is committed to providing an inclusive, stimulating, and innovative learning environment in which all students are supported to strive for excellence and to achieve their potential.

We are a positive behaviour school (PBS).

We are guided by our 4 Behaviour Expectations

CARE

RESPECT

RESPONSIBILITY

ACHIEVEMENT

POSITIVE BEHAVIOUR IS SUPPORTED AND RECOGNISED AT WINTHROP PRIMARY SCHOOL

Implementation:

Behaviour Expectations:

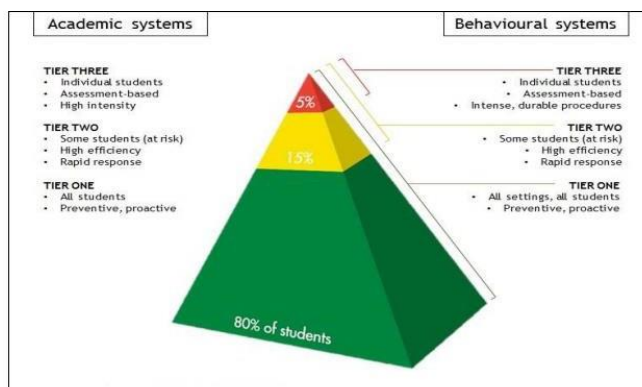


- Respect other people and the environment.
- Treat others with care, consideration, and respect.
- Behave in a sensible, responsible, and safe manner.
- Managing our own behaviour assists us to learn and achieve.

We are proactive in managing student behaviour.

We use a restorative approach to ensure that children are safe and given an opportunity to understand how their behaviour impacts on themselves and others and to be accountable for their actions.

Positive Behaviour development is supported by a three-tiered model and is informed by educational research that shows that inappropriate behaviour is a skill deficit and as such, it must be taught through the implementation of restorative practices.



PBS BEHAVIOUR EXPECTATIONS MATRIX

Our PBS Behaviour Matrix helps us display positive behaviours and make good choices.



BUZZY



SUNNY



BILLIE



ARCHIE

CARE

RESPECT

RESPONSIBILITY

ACHIEVEMENT

ANYWHERE/ ANYTIME

- We show kindness and empathy and are considerate of others
- We care for the space we are in
- We care for and are sustainable with resources
- We take pride in ourselves and our school

- We listen respectfully and actively
- We use manners
- We use respectful language
- We follow directions
- We use appropriate voices
- We take turns and share
- We respect other peoples' right to privacy
- We keep our hands, feet and objects to ourselves

- We take care with equipment, using it and returning it as directed
- We follow the Digital User Agreement
- We follow the Uniform Policy
- We take responsibility for our own learning and behaviour
- We are responsible for our own belongings

- We give our best effort and have a 'can-do' attitude
- We aim to discover and engage with experiences
- We are willing to learn from our mistakes
- We celebrate the achievement of others
- We act in a manner that encourages positive feedback from others
- We ask for help after trying to problem-solve things ourselves

LEARNING AREAS

- We take pride in our work

- We respect our peers' right to learn
- We work cooperatively with our peers

- We move around, and enter and exit learning areas appropriately

- We are prepared for learning
- We set learning goals and work towards achieving them

OUTSIDE

- We put our rubbish in the bin
- We play fairly with others

- We follow canteen procedures
- We respect our natural environment

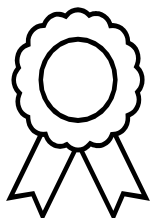
- We run on green areas only
- We follow recess and lunch procedures
- We play in designated areas
- We are Roadwise

- We keep our school clean
- We show positive sporting behaviour

CLASSROOM BEHAVIOUR MANAGEMENT

Teachers will establish an inclusive, safe, and stimulating learning environment in which rights and responsibilities and behaviour expectations, as well as consequences, are established.

Students are recognised for appropriate behaviour, and this will be reinforced with:



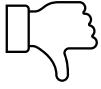
- PBS tokens
- affirmation cards,
- positive acknowledgement in the moment and
- Merit Certificates.



Teachers will develop, with their students, a classroom agreement which:

- Outlines a range of behaviour expectations for their class
- Is written in positive – 'we will' statements
- Be provided to parents
- Be displayed in a prominent position and shared on Connect.

Inappropriate Classroom Behaviour:



- Step 1: Restorative comment 1. Gentle prompt and re-direction.
- Step 2: Restorative comment 2. Affective statement – calmly and privately state to the child how their behaviour is affecting themselves and others.
- Step 3: Restorative comment 3. Give Choices – give a choice between doing the right thing or accepting a consequence and completing a reflection sheet.
- Step 4: Apply consequence.
- Step 5: Call for administration support.

Immediately engage step 5 if the child is demonstrating harmful or threatening behaviour in the class that impinges on the rights of others. This behaviour may result in school or out of school suspension

It is expected that classroom teachers will manage most student behaviour at a classroom level.

PLAYGROUND BEHAVIOUR MANAGEMENT



Teachers will be pro-active when managing playground behaviour.

- Encourage children to play cooperatively, fairly and in a friendly way.
- Recognise and reward positive behaviour with faction points.
- Use PBS Matrix to explicitly teach lessons in relation to 'outside' elements.

Inappropriate Playground Behaviour Consequences Behaviour:



Low-level. Restorative comment 1: Children receive gentle prompt and re-direction. Discuss the Agreement the child has broken and encourage the child to find a resolution to the situation.

Behaviour: Anti-social: Restorative comment 2: Affective statement – calmly and privately state to the child how their behaviour is affecting themselves and others. Reflection sheet where appropriate.

Behaviour: Abuse, threats, harassment or intimidation of students or staff Behaviour: Physical Aggression:

Teacher nominates a student to send red card to administration team and remain with the child demonstrating unacceptable behaviour.

A member of the Leadership Team will:

- Counsel and supervise completion of Reflection Sheet.
- Inform the parents.
- Record incident on Integris
- Follow up with any victims.
- Supervise any detention/suspension
- Inform class teacher of outcome.

Behaviour that impinges on the rights of others may result in school suspension

GOOD STANDING GUIDELINES

These guidelines adhere to the Department of Education (WA) 2019 Directive issued under section 232 of the School Education Act 1999 by the Director General.

At Winthrop Primary School, all students begin the school year with Good Standing. The Good Standing Guidelines support our Behaviour Management Policy ensuring everyone has the right to work together in a safe, caring, and inclusive environment.

Our Behaviour Expectations Matrix and Classroom Agreements form the basis of our behaviour management process together with a restorative approach.

Good Standing works in-line with this Behaviour Management process.

This policy adheres to the Department of Education (WA) 2019 Directive issued under section 232 of the School Education Act 1999 by the Director General.

Students will ensure their 'Good Standing' within our school by following the PBS Matrix of expected behaviour as per the Behaviour Management Policy.

Teachers:

- Encourage children to play cooperatively, fairly and in a friendly way.
- Recognise and reward positive behaviour with PBS tokens, positive affirmations, and merit awards.
- Create and discuss Classroom and Playground Agreements and consequences for not following the agreements.
- Display in the classroom with PBS Matrix. Explicitly teacher behaviours as per PBS lessons.

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Loss of Good Standing

- Students who display playground behaviours 3 and 4 and/or level 5 classroom behaviours more than three times in a single term will have their Good Standing status revoked for a period.
- Students who are suspended will lose their Good Standing for a period.

Consideration is given to providing opportunities for students to experience success in extra-curricular activities and special events to re-engage them and improve regular classroom performance, where necessary. However, students who have lost their good standing status, may be excluded from special events e.g., incursions, special visitors, class excursions, camps, interschool sporting events etc.

An invitation to represent our school and attend a special event in the local community is a privilege - it is not a right.

The loss of Good Standing as a consequence for inappropriate behaviour will require the following considerations:

- Advise parents/ caregivers of need to consider good standing status.
- Discuss the case with school leadership and classroom teacher, together with, support staff and any teacher organising upcoming special events.
- The duration of the Loss of Good Standing – (Typically one week minimum).
- Records should be maintained when considering a student's loss of Good Standing.
- Notification should be placed on the Integris Behaviour Module.

The student's parents/carers are to be notified of the student's Loss of Good Standing, potential exclusion prior to any special event and any Behaviour Modification Plan required to move towards having the student's Good Standing re-instated.

o Provision of feedback to the student in question regarding the loss of privileges.

The school Leadership Team will make the final decision regarding the loss of Good Standing, in consultation with staff and parents

Reinstatement of Good Standing Good behaviour remains a priority in our school.

The re-instatement of Good Standing as a consequence of improved behaviour will require the following considerations:

- Provision of feedback to the student in question regarding a pathway to re-instating Good Standing. (Health Specialist and/or Administration)
- Discuss progress with all staff members who are involved in the case.
- The student's parents/carers are to be notified of the student's re-instatement of Good Standing
- The student's behaviour continues to be monitored daily and positive behaviour reinforced beyond the initial re-instatement period
- Extend the loss of Good Standing period if there are no behaviour improvements or if behaviour has been inconsistent Administration will make the final decision regarding the loss of Good Standing, in consultation staff and parents.

BULLYING PREVENTION POLICY

Rationale:

Bullying is a learned behaviour which is unacceptable. However bullying behaviours can be changed.

Schools take an educative approach to managing and preventing bullying.

The school's processes and activities promote the development of the values and behaviours that create and maintain inclusive, safe, and supportive education environments.

Commitment Statement:

Winthrop is committed to providing a safe and supportive school community for our students to grow in harmony.

We are all responsible for creating an environment which is safe and inclusive.

Definition:

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert)

Bullying involves:

- Verbal bullying: The repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, name-calling, insulting someone about the way they look or behave, spreading rumours, and homophobic, racist, or sexist comments.
- Social/relational bullying: Involves repeatedly ostracising others by ignoring someone or keeping them out of conversations, convincing others to dislike or exclude an individual or group, spreading rumours, and sharing information or images that will have a harmful effect on the other person.
- Physical bullying: Includes violent actions towards another person which involves hitting, pinching, biting, pushing, pulling, shoving, damaging, or stealing someone's belongings, and unwanted touching.
- Cyberbullying: Involves the use of technology to bully a person or group with the intent to hurt them socially, psychologically, or even physically. Cyberbullying includes abusive texts and emails, hurtful messages, images or videos, imitating, excluding or humiliating others online, nasty online gossip and chat.
- Bystanders: Bystanders are those who are aware of, or witnesses to, the bullying situation.

A supportive bystander will use words and/or actions to support someone who is being bullied by intervening, getting teacher support, or comforting them.

All members of a school community need to know how to support those who are being bullied and how to discourage bullying behaviours.

The terms 'bullies' and 'victims' are not recommended as appropriate terminology to use when identifying, reporting, recording, and responding to bullying incidents.

It is important that bullying is seen as a behaviour.

It is more appropriate to identify and label the unacceptable behaviour such as 'students who are bullied,' 'students who bully others' and 'students who engage in bullying behaviour.'

This will ensure that the unacceptable behaviours are addressed in a manner that supports the individuals involved to learn and demonstrate more acceptable social behaviours without the impact of enduring labels

RIGHTS AND RESPONSIBILITIES OF COMMUNITY MEMBERS

Members	Rights	Responsibilities
Students, teachers, parents, wider school community	<ul style="list-style-type: none"> • Are safe and supported in the school environment. • Are included • Are treated with respect. 	<ul style="list-style-type: none"> • Participate and contribute to school positive behaviour programs • Build positive relationships • Demonstrate respect and tolerance toward others.
School leadership	<ul style="list-style-type: none"> • Is supported in developing the school's plan to prevent and effectively manage behaviour • Is supported in implementing the strategies and programs under the school's plan. 	<ul style="list-style-type: none"> • Provides leadership in resourcing the school's plan. • Ensures the school community is informed of the plan. • Implements the plan • Supports staff to implement the strategies and programs under the plan.
Staff	<ul style="list-style-type: none"> • Feel safe and supported in the workplace • Are informed of the school's plan on bullying • Have access to professional learning in preventing and effectively managing bullying • Have access to curriculum resources suitable for supporting students in building positive relationships, resiliency, safety, and bullying prevention (including social / emotional learning). 	<ul style="list-style-type: none"> • Promote and model positive relationships. • Participate in developing the school plan • Identify and respond to bullying incidents • Deliver the strategies and programs to students in response to incidents of bullying. • Promote effective 'upstander' behaviour. • Use appropriate terminology when referring to bullying and the students involved.
Students	<ul style="list-style-type: none"> • Have access to curriculum that supports the building of resiliency and social skills • Are informed of the school's plan on bullying • Are provided with supports to manage their own behaviour. 	<ul style="list-style-type: none"> • Understand and value the concepts of inclusion and tolerance • Identify and respond effectively to bullying • Area aware of themselves as bystanders • Seek help for themselves and others as needed.
Parents	<ul style="list-style-type: none"> • Are treated with respect • Are confident their children are provided with a safe and supportive school environment • Are provided with access to information on the prevention and management of bullying • Are informed of the school's plan and opportunities to participate. 	<ul style="list-style-type: none"> • Support and encourage children to treat others with respect and tolerance • Act in accordance with the school plan if they observe / know about bullying • Encourage children to report bullying incidents • Work effectively with the school in responding to bullying.
Wider community – including outside professionals / therapists	<ul style="list-style-type: none"> • Are included in prevention and bullying management. 	<ul style="list-style-type: none"> • Provide support and input into the school's approach to preventing and managing bullying.

APPENDICIES

Appendix Document

- 1 Restorative Counselling Script
- 2 Reflection Sheet – if someone gets hurt
- 3 Reflection Sheet – if something goes wrong
- 4 Differentiated visual cues reflection sheet
- 5 Behaviour Tracking Sheet
- 6 Good Standing Student reflection sheet
Loss of Good Standing – Letter for Parents / Carers



Individual conference between teacher and student

- We need to talk about....
- What were you thinking about when you... .. ?
- What have you thought about since?
- Who has been affected by what you did?
- In what ways?
- How can we fix things?

Some helpful prompts for each question

- What did you want to have happen when you did that?
- Is what you did helpful?
- How do those people feel about what you did? What can you say or do to make things right?



Student Reflection Sheet

Student Name:

Date:

Behaviour expectation/s I was not following:

What positive choices could I have made:

How do I feel about what I have done:

What is an appropriate consequence:



Student Reflection Sheet

Teacher Comments:

Parent Comments:

Student Sign:

Teacher Sign:

Parent Sign:

APPENDIX 4: VISUAL STUDENT REFLECTION SHEET -

Before School

Recess



Lunchtime



Class



What happened?



I was left out of a game

I got hurt

I felt ill

I wasn't doing my work

I upset somebody



I was involved in Other a fight

Someone took something of mine

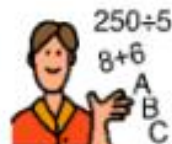
I did not follow the rules.

I broke something

I felt upset

Details: _____

Who else was involved?



Another teacher

My teacher

A classmate

A person from another class

Other _____

Details: (include names)

What did you do?



Walked away



Hit/kicked/
pinched/scratched someone



Ran away



Yelled



Ignored It



Hit myself



Broke something
Other



Worked it out



Refused to
co-operate



Report to



Report to

teacher on duty classroom teacher



Talk friendly/
firmly

Details: _____

How did you handle yourself?

Poorly

Not so well

OK

Good

Great

How were you feeling?



Happy



Ok



Sad



Very sad



Angry



Very angry

Problem Solving

Next time I will:



Date	Student name:	Teacher:
Leadership:	Parent / Carer:	

➤ What were the negative behaviours I exhibited which caused my loss of Good Standing?

➤ Who did I upset, hurt, or affect in a negative way?

➤ What can I do differently to earn back my Good Standing?

➤ Which Class or Playground Agreement do I need to focus on and why?

Teacher/ Leadership comment: _____



LOSS OF GOOD STANDING AT WINTHROP PRIMARY SCHOOL

Dear Parent/Carer,

Good behaviour remains a priority in this school and students must accept responsibility for their behaviour and always adhere to the school's Student Behaviour Policy.

Unfortunately, your child has failed to meet behaviour expectations on several occasions recently and has not responded appropriately following several attempts to get them to return to positive behaviour habits.

Due to this/these serious of mis demeanors your student has lost his/her Good Standing status at Winthrop PS.

When a student at Winthrop PS loses their Good Standing status, they are also excluded from attending extra curricula activities such as incursions, excursions, interschool sports activities, camps etc.

We would very much appreciate your full support in this regard to help your child recognize the need to exhibit positive behaviours at school and always consider our behaviour expectations.

Our school staff work very hard with students in this situation to ensure they correct their current approach and display more desirable behaviours, consistent with our School Behaviour Policy, which will enable them to have their Good Standing status restored.

The Loss of Good Standing commences with immediate effect for a minimum period of 1 week.

Commencing: _____ and concluding: _____

Please sign and return this note to school so that we know you have received this information.

Thank you,

Winthrop Primary School Principal

Name:

Signature:

Date:

Follow up review: Good Standing status to be restored

Loss of Good Standing to be continued



Year 6 Student Leadership Agreement and Behaviour Expectations

Winthrop Primary School offers selected Year 6 Leaders experiences of student leadership across the school. Student Leadership Roles are:

- School Captains
- Student Councilors
- Faction Captains
- Band Captain
- Library Assistants
- Japanese Language Assistants
- Science Assistants
- Fitness Assistants

Leadership Agreement

This Year 6 Leadership Agreement is required to ensure that all student leaders understand their responsibility to be a role model to other students.

This includes:

- Behaviour – both at school and when representing our school.
- Organization – to ensure extra duties are completed.
- Work ethic – student leaders will be expected to maintain their classroom work as well as their extra duties.

Behaviour Expectations

Exemplary behaviour is expected of student leaders, always.

When students hold a leadership role, they must demonstrate behaviour which models the Winthrop Primary School four core values.

Respect Responsibility Care Achievement

Students who hold a leadership role and do not display the expected school behaviours will be at risk of losing their leadership badge and position.

- In the first instance, their leadership badge will be removed for one week.
- A second instance for one month,
- A third instance, the student will lose their badge and position. They will no longer be a student leader.

Behaviour incidents will be documented at each stage and parents informed at all stages.

Congratulations on being selected as a student leader at Winthrop Primary School.

I have read and understand the Year 6 Student Leader Agreement and Behaviour Expectations.

I understand that I am responsible for modelling exemplary behaviour as reflected by the WPS words, Respect, Responsibility, Care and Achievement.

I understand that if I do not behave in a way that demonstrates the importance of my role, I may be at risk of losing my badge and leadership position.

Student Signed: _____ Date _____

Parent Signed: _____ Date _____