WAIKIKI PRIMARY SCHOOL

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BEHAVIOUR
POLICY
2024

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Contents

Our Vision

We are building a HAPPY and SAFE community where everyone is KIND and CONNECTED. Through a nurturing and inclusive school environment, we are PREPARED and ENGAGED, supporting all in GROWING to their full potential. We celebrate diversity and promote lifelong LEARNING.

Our Purpose

Definitions

Behaviour

The way in which a person acts or responds to a particular situation or stimulus. This may be in response to internal factors such as thoughts and feelings, or external factors such as the physical environment or other people.

Behaviours of concern

Any behaviour which is considered challenging, complex or unsafe towards other students and/or themselves and/or their environment that requires more persistent or intensive responses. This may include behaviour that is a manifestation of a disability. These behaviours are often categorised as either minor (low level) or major (high level). Students who exhibit major behaviours OR frequent minor behaviours are referred to the office.

Belonging

Feeling valued, respected, accepted, supported and empowered in your professional, educational and personal endeavours. The need to belong was identified by Baumeister and Leary (1995) as a universal human need. Also, belonging significantly impacts wellbeing and mental health, which in turn impact on academic achievement.

Bullying

An ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm.

Classroom Management Strategies (CMS)

Strategies (generally low key) that allow staff to manage classroom routines and quietly deal with unproductive student behaviour if it becomes a problem.

Disability (includes Imputed Disability)

The Disability Discrimination Act (1992) offers a broad definition of what constitutes a disability. It includes physical, intellectual, psychiatric, sensory, neurological and learning disabilities. It also includes physical disfigurement and the presence in the body of disease-causing organisms, such as the HIV virus. More broadly, disability is any diagnosed condition of the body or mind that makes it more difficult for the person with the condition to do certain activities and/or interact with the world around them. Disabilities are typically

diagnosed by a medical professional. However, by virtue of their experiences in dealing with a diverse range of children, school staff may, on rare occasions, 'impute' disability without a diagnosis. There must be reasonable grounds to make such a judgement and is always made in consultation with parents/carers. Instances of disability are becoming increasingly more common in mainstream public schools, with schools able to apply for additional resourcing to support students with diagnosed or imputed disabilities.

Discipline

Instruction or training that corrects, moulds and/or develops a person's behaviour to act with proper conduct in accordance with a set of rules or expected norms.

Diversity

The range of human differences, including but not limited to race, ethnicity, gender, age, religious/family value systems and physical attributes. Being cognisant that staff too have diverse backgrounds that may inform their own perspective, it must be acknowledged that what is taught is not values free, but is values fair and considerate of all backgrounds.

Documented plan

The umbrella term describing a range of specifically constructed plans that seek to address the identified educational needs of an individual student and/or a small group of students with similar education needs. Documented plans may take a variety of forms, such as an Individual Education Plans (IEP) or Behaviour Support Plan. They are typically developed in consultation between parents/carers, school leadership and classroom teachers. Support personnel, such as the school psychologist, may also be asked for input.

Duty of care

All staff in schools have an obligation or 'duty of care' for the safety and welfare of each child while they are at school. Staff exercise their professional judgement to achieve a balance between making sure students don't face unreasonable risk of harm and encouraging independence and maximising learning opportunities. This duty of care underpins and drives the policies and practices of all Western Australian public schools.

Equity

Fair and just practices that ensure access, resources, and opportunities are provided for all students to learn and progress, regardless of circumstance and background.

Fidelity When a practice or program is implemented as intended by the researchers or developers.

Good Standing

A concept used to acknowledge those students who consistently demonstrate the school's expected behaviours and values. Students in a state of 'Good Standing' are entitled to the rights, responsibilities and privileges of every student within the school. Students who do not regularly demonstrate these values or expected behaviours, or severely contravene them, risk the loss of Good Standing and any accompanying rights, responsibilities and privileges.

Inclusion

Providing ALL students with equitable educational opportunities through provision of teaching, learning and pastoral care adjustments to support student success. Inclusive schools seek to involve and empower ALL members, in turn recognising the inherent worth and dignity of all people. They also seek to promote and

sustain a sense of belonging, as well as valuing and practising respect for the talents, beliefs, backgrounds and way of living of its members.

Multi-tiered system of support (MTSS)

A framework that helps schools provide academic, behavioural and wellbeing strategies for all students, and also tailor alternate strategies for those with various needs.

Pastoral Care

The commitment to, and active demonstration of concern for, the growth and wellbeing of each student, as well as the broader school community. It focuses on cultivating an environment and culture that supports **Whole Child Development (WCD)** - the physical, social, mental, emotional and spiritual development of every student.

Positive behaviour

Behaviour that upholds or follows a set of agreed expectations and/or values.

Positive Behaviour Support (PBS) An organisation framework that enables schools to provide safe and predictable learning environments by teaching students expected behaviours and reinforcing those behaviours through common language and rewards.

Restorative approach

A way of thinking, being and interacting which prioritises building and maintaining positive relationships across the school community. It is informed by a set of shared values and beliefs held by a school community and is responsive to identified needs. Restorative approaches create a positive school culture based on trust, respect, belonging, empathy, co-operation, accountability, and responsibility.

Restorative practices

Methods of managing conflict between individuals or groups by seeking to repair the harm caused by one's actions and focussing on restoring and strengthening the relationship. When used in schools, restorative practices aim to help students build accountability for their actions, learn from behavioural mistakes and to identify ways to make better choices in the future.

Social Emotional Learning (SEL)

The process through which students develop and apply the knowledge, attitudes and skills necessary to understand and manage their emotions, set and achieve positive goals, understand and show empathy for others, establish and maintain positive respectful relationships, and make response decisions.

School of Special Educational Needs (SSEN)

A suite of Department of Education schools that specialise in providing to support to schools and families of children with identified needs. There are 4 federation schools that form the School of Special Education Needs:

• Behaviour and Engagement

• Disability

- Medical and Mental Health

- Sensory (Vision and Hearing)

Students at Educational Risk (SAER)

Students whose academic, social and/or emotional attributes are a barrier to engagement with the content and standards defined in the Western Australian curriculum.

Student engagement

This combines observable indicators such as achievement, behaviour and attendance with internal emotional and cognitive states (feelings and thoughts). Student engagement is viewed and responded to in a holistic way.

Token System

A method of acknowledging and rewarding positive behaviour through the giving of tokens.

Trauma-informed approaches

Educational techniques that acknowledge the prevalence of adverse childhood experiences and other traumas on students and attempt to mitigate the widespread impact of such trauma.

Wellbeing

A multi-dimensional concept involving a combination of one's physical, psychological, social, spiritual and environmental health. Wellbeing also reflects how a person feels about themselves and their life in general. It is linked to enhanced mental health and responsible life choices and, in education, to improved academic achievement.

Whole Child Development (WCD)

Based on the philosophy of educating the whole child – physically, socially, emotionally, spiritually, and academically – with the active engagement and support of the community. A WCD approach emphasises that children, particularly those facing extreme adversity, require a range of knowledge, skills, experiences and core values to become engaged as productive and ethical citizens.

Student Behaviour in Public Schools

The Student Behaviour in Public Schools Policy and Procedures (staff only) (Department of Education WA, 2023) states that creating safe, inclusive, orderly, supportive, and culturally responsive environments that enable students to fulfil their learning potential, is a responsibility shared by all members of the public schooling system and school community.

It outlines that positive student behaviour is essential to promote engagement in learning and to maximise the impact of classroom teaching. The Department's Student Behaviour in Public Schools Policy and Procedures outline the requirements of schools in providing every student with the educational support the student needs to learn and maintain positive behaviour and good standing at school. The mandated

requirements are to be implemented within a framework of restorative practice, the key principles of which are:

• Positive interpersonal relationships are a major influence on behaviour.

• A culture of care supports all individuals in the school community.

• Cultural receptiveness and responsiveness is key to creating learning communities of mutual respect and inclusion.

• A restorative approach leads to individuals taking responsibility for their behaviour.

As part of the updated policy, it is recommended that schools should develop a whole-school approach to behaviour that:

• Engages the school community in building a culture of positive behaviour that values students' strengths, abilities and diversity.

• Identifies and communicates the rights and responsibilities of all students and staff to engage in building positive behaviour.

• Incorporates restorative principles, systems and approaches.

• Utilises multi-tiered systems of support that are responsive to student needs.

• Builds staff capability through training and support to teach and sustain positive behaviour.

• Uses available intensive behaviour supports for students with complex needs.
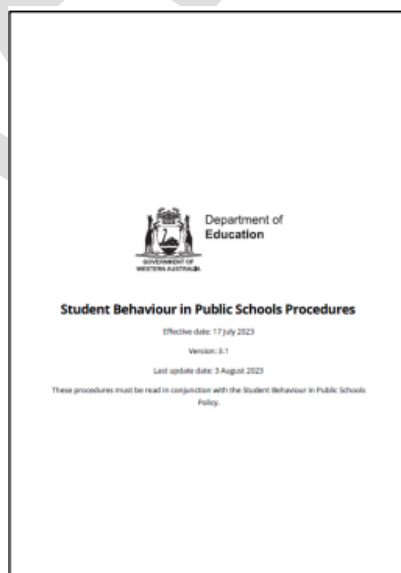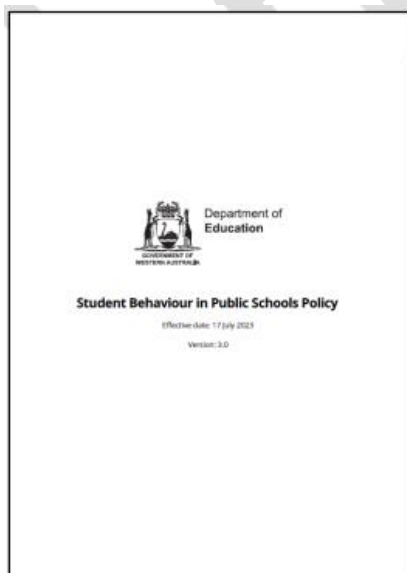
Principles of Behaviour

Research in Individual and Behavioural Psychology has influenced our understanding of how behaviour is formed and can be shaped. Alfred Adler proposed that all behaviour is goal oriented and that individuals are motivated to seek belonging by the way they function in social systems. He suggested that humans develop patterns of responding to and interpreting their environment based on past experience (Adler, 1956). The

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following principles have been informed by Adler's work and the work of subsequent theorists and support our understanding of student behaviour. Specifically:

• Behaviour is learned – and can therefore be taught and positive change can be facilitated.

• Behaviour is purposeful – it meets a need or serves a purpose (i.e. has function) and can therefore be made sense of and catered for.

• Behaviour is communicative – it is the student's best way to communicate unmet needs (within the resources available to them).

• Behaviour is contextual – it is influenced by the context in which it occurs (including developmental, cultural, and environmental contexts), and can therefore be modified by manipulating variables in the immediate environment.

Human beings learn through interactions from an early age and may try a range of behaviours to get a desired response or to meet their needs. Behaviours that achieve the student's goals are likely to continue and may become characteristic ways of behaving.

We also know, and believe, that positive behaviours can be taught to develop a student's competence and capacity to:

• Recognise and regulate their own emotions.

• Develop empathy for others and understand relationships.

• Establish and build positive connections with adults and peers.

• Make responsible decisions.

• Work effectively with others.

• Cope with challenging situations.

Social ecological lens of behaviour in schools

Behaviour is a transaction between a person and others in their life space (Bronfenbrenner, 2005). Ecological systems theory emphasises the view that student behaviour occurs across multiple systems (settings) and many factors influence behaviour. Factors include those:

• Within the student themselves; and

• In their immediate environment (family, peers, school staff and community).

Using an ecological approach, the classroom may be viewed as an ecology consisting of connected and intertwined personalities, activities, procedures, and occurrences, all of which may impact upon behaviour (Arthur-Kelly et al., 2003) These environments are also in turn, influenced by a broader social-ecological system of cultural values, laws and customs, political and economic factors. Every part of every environment with which children and young people interact either directly or indirectly has impact on their lives. This means that education settings and all the people in those settings can be a source of significant positive influence in the lives of children and young people.

Understanding the factors that impact a student's behaviour can help us identify those within our sphere of influence. This can amplify positive behaviour support strategies substantially for more positive outcomes.

The diagram below illustrates a social-ecological lens (developed by NSW Department of Education, Learning and Wellbeing Directorate in partnership with the Telethon Kids Institute):
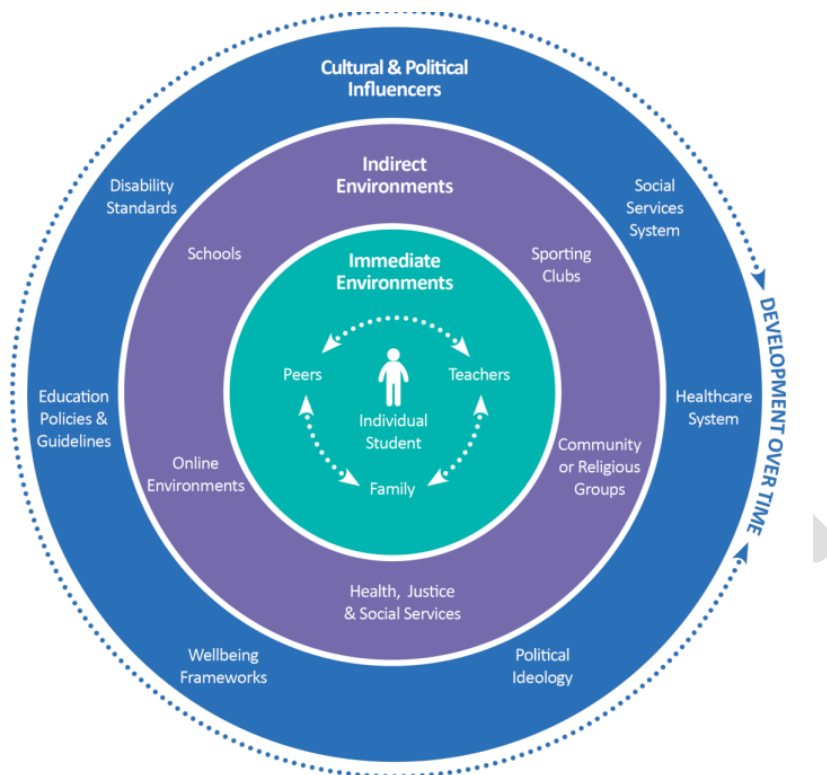
Advantages of a social-ecological model for positive student behaviour:

• Student remains at the centre of all systems/ecologies as unique individuals

• Engages the whole school community in building systems and supports which strengthens beliefs that underpin school approaches

• Offers a broad, humanistic, holistic and relational lens across understanding behaviour (responses to need over reacting to behaviour)

• Emphasises understanding of the situations their student's families may be experiencing.

Expectations Model

At Waikiki Primary School rights and responsibilities are documented and communicated through our Expectations Model. The expectations are clearly defined behaviours that are required from staff, students and families. Our Waikiki Primary School Expectations Model shapes and defines the way that we respect and interact with each other within our school community. It sets out the conditions for learning success for all students, through the key expectations that we are; Happy and Safe, Kind and Connected,

Prepared, Engaged and Growing.

Expectations

Growing- We set and work towards our goals.

Engaged- We are actively engaged in learning.

Prepared- At school we make sure we are ready for learning.

Kind and Connected- We belong to a community where everyone's diversity, culture and voice is respected.

Happy and Safe- Our school is a safe environment where everyone can be happy.

Each expectation is supported by several elaborations. The purpose of these is to provide clarity and direction around what is required of students to demonstrate these expectations.

LEARNING

STUDENTS

Growing

We set and work towards our goals.
- We are lifelong learners who set goals for our future learning.
- We build on our strengths to reach our own potential.
- We try new things, get involved and learn from our mistakes.
- We strive to do our best and are given opportunities to do this.

Engaged

We are actively engaged in learning.
- Learning is important, we give things a go, participate and ask questions.
- We behave in a way that allows others to learn.
- Every day matters, we come to school every day.
- We have opportunities to explore our strengths and interests

Prepared

At school, we make sure we are ready for learning.
- We take care of our belongings and respect others.
- We are prepared and on time.
- We listen to and act on feedback, and accept help when offered.

Kind and Connected

We belong to a community where everyone's diversity, culture and voice is respected.
- We treat others with kindness.
- We have pride in our school and our environment.
- We maintain strong and respectful connections with each other.
- We are confident and make friends.

Happy and Safe

Our school is a safe environment where everyone can be happy.
- We follow instructions.
- We greet each other and speak politely.
- We help others and take appropriate steps when someone or something is unsafe.
- We are healthy. My basic needs are met – food, clothing, water.
- We understand and listen to our emotions.

LEARNING

STAFF

Growing

We set and work towards our goals.
- Provide opportunities for students to build on their strengths and to be life long learners.
- We provide a safe environment for students to grow and do their best.
- We strive to do our best, take risks and embrace challenges.

Engaged

We are actively engaged in learning.
- We plan and deliver engaging lessons supporting full participation of students and success for all.
- We collaborate and engage with colleagues, with a collective goal and shared vision and are committed to whole school approaches.
- We engage parents and the community.

Prepared

At school, we make sure we are ready for learning.
- We are prepared, organised and on time.
- We know the content and plan appropriate learning sequences.
- We make data informed decisions.
- We seek and act upon feedback from students, staff and families.

Kind and Connected

We belong to a community where everyone's diversity, culture and voice is respected.
- We treat others with kindness.
- We speak with pride about our school.
- We maintain strong and respectful connections with each other.
- We are culturally responsive and work to create a culture of belonging in our school.

Happy and Safe

Our school is a safe environment where everyone can be happy.
- We give calm, clear instructions.
- We greet each other and speak politely.
- We maintain a supportive and safe learning environment.

LEARNING

FAMILIES

Growing
We set and work towards our goals.
- We support our children to build on their strengths and be life long learners.
- We contribute to a safe environment where children can grow and do their best.
- We strive to do our best.

Engaged
We are actively engaged in learning.
- We are informed about school approaches to curriculum and student support.
- We belong at Waikiki PS and are welcome and involved in school events.
- We communicate with school staff through available channels.

Prepared
At school, we make sure we are ready for learning.
- We support out children to be prepared and on time.
- We ensure our children have what they need to learn.
- We seek feedback from teachers to support our children's learning and growth.

Kind and Connected
We belong to a community where everyone's diversity, culture and voice is respected.
- We treat others with kindness.
- We speak with pride about our school.
- We maintain strong and respectful connections with each other.

Happy and Safe
Our school is a safe environment where everyone can be happy.
- We respect rules and expectations on our school grounds.
- We greet each other and speak politely.
- We take appropriate steps when someone or something is unsafe.

LEARNING

LEADERSHIP

Growing

We set and work towards our goals.
- We provide opportunities and pathways for staff to build on strengths and reach our own potential.
- We distribute leadership in our school (leader of self, leader of class, leader of team, middle leader).
- We strive to do our best, take risks, get involved, embrace challenges and are seek opportunities to do this.

Engaged

We are actively engaged in learning.
- We invite feedback from our school community.
- We collaborate and engage with colleagues, with trust, a collective goal and shared vision.
- We provide opportunities for all members of our school community to be involved.
- We seek support when required.

Prepared

At school, we make sure we are ready for learning.
- We are prepared and on time.
- We support staff and students to promote learning for all.
- We make data informed decisions.
- We welcome and act upon feedback for students, staff, ourselves and our community.

Kind and Connected

We belong to a community where everyone's diversity, culture and voice is respected.
- We treat others with kindness.
- We speak with pride about our school.
- We maintain strong and respectful connections with each other.
- We are confident, approachable and trustworthy.

Happy and Safe

Our school is a safe environment where everyone can be happy.
- We provide clear expectations for all.
- We greet each other and speak politely.
- We ensure a supportive and safe learning environment and act when things are unsafe.
- We strive to be healthy.

Explicit Teaching of Expectations for Students

The elaborations of each expectation must be explicitly taught and continuously reinforced. Each fortnight the school has a targeted expectation. This is introduced at the Monday Muster by the Executive Team. The importance of the expectation is discussed, and students are shown a video that includes examples and non-examples of expected behaviour. Staff then reinforce this behaviour through modelling and the use of the token incentive system. When giving tokens the language of the expectation is used, as well as stating the observable behaviour. In instances where expectations are not met, the specific language is again used in discussions with those involved.

Behavioural errors are viewed in the same manner as academic learning errors, as a skill deficit. When a skill deficit exists, the appropriate skill should be taught. Behavioural errors are responded to by reteaching, guided practice and followed with independent practice with frequent monitoring. Students are given encouragement, shown where errors are made, and told how to make a correction. They are provided opportunities to practice and then they receive immediate feedback. Viewing behavioural errors similarly to academic errors helps staff to be objective and professional with their responses.

At Waikiki PS incentives are used to encourage students to demonstrate our behaviour expectations. Using incentives to support behaviour can have several positive effects such as motivating students to participate actively in their learning and providing opportunities for recognition; this can create a culture of positivity and achievement.

Restorative Approach

Humans are hardwired to connect. Just as we need food, shelter and clothing, all human beings also need strong and meaningful relationships to thrive. Restorative practice is a field within the social sciences that studies how to strengthen relationships between individuals, as well as social connections within communities. Though newer to the social sciences, restorative practice has deep roots within Indigenous communities throughout the world.

Restorative approaches:

• Are a way of being, thinking, interacting, teaching and learning – with building and restoring relationships at the centre of decisions and actions.

• Focus on the need to repair harm that has occurred.

• Contribute to building a culture of positive behaviour.

• Help maintain the safety of all members of the community.

• Create a sense of community in the school environment.

• Meet the needs of students.

• View conflict as a learning opportunity at all levels, using collaborative problem solving for responding to behaviours of shared concern.

• Develop empathy and reinforce self-regulation.

• Apply procedural fairness to decision making, ensuring responses to behaviour are fair and proportionate.

• Provide opportunities for student and family voice.

• Promote personal responsibility and accountability for behaviour across the school community.

• Implement responses to behaviours of concern that are solution focussed and which seek to repair damaged relationships.

Click on the video or the link below for an introduction to Restorative Approaches.

https://www.youtube.com/watch?v=gJJxbn1VjYo

Multi-tiered Systems of Support

Waikiki Primary School prioritises a MTSS. This enables the school to view student behaviour through multiple lenses and assists us to identify, plan, resource and monitor student achievement, engagement and wellbeing. Furthermore, it provides direction in connecting services and support when responding to the needs of students and schools. Within our MTSS, a response to intervention (RTI) approach is used. Our RTI comprises of three tiers:

Universal

The school promotes positive behaviours for all students and maintains safe, respectful learning environments with preventive, whole-school systems and practices, including Good Standing. All students are engaged in learning about the Zones of Regulation which runs along side our social/emotional program.

Targeted

The school develops a supplementary range of response strategies to support students displaying emerging, low-level behaviours of concern e.g. small group social/emotional wellbeing groups, play orders/support plans and Group Behaviour Support plans.
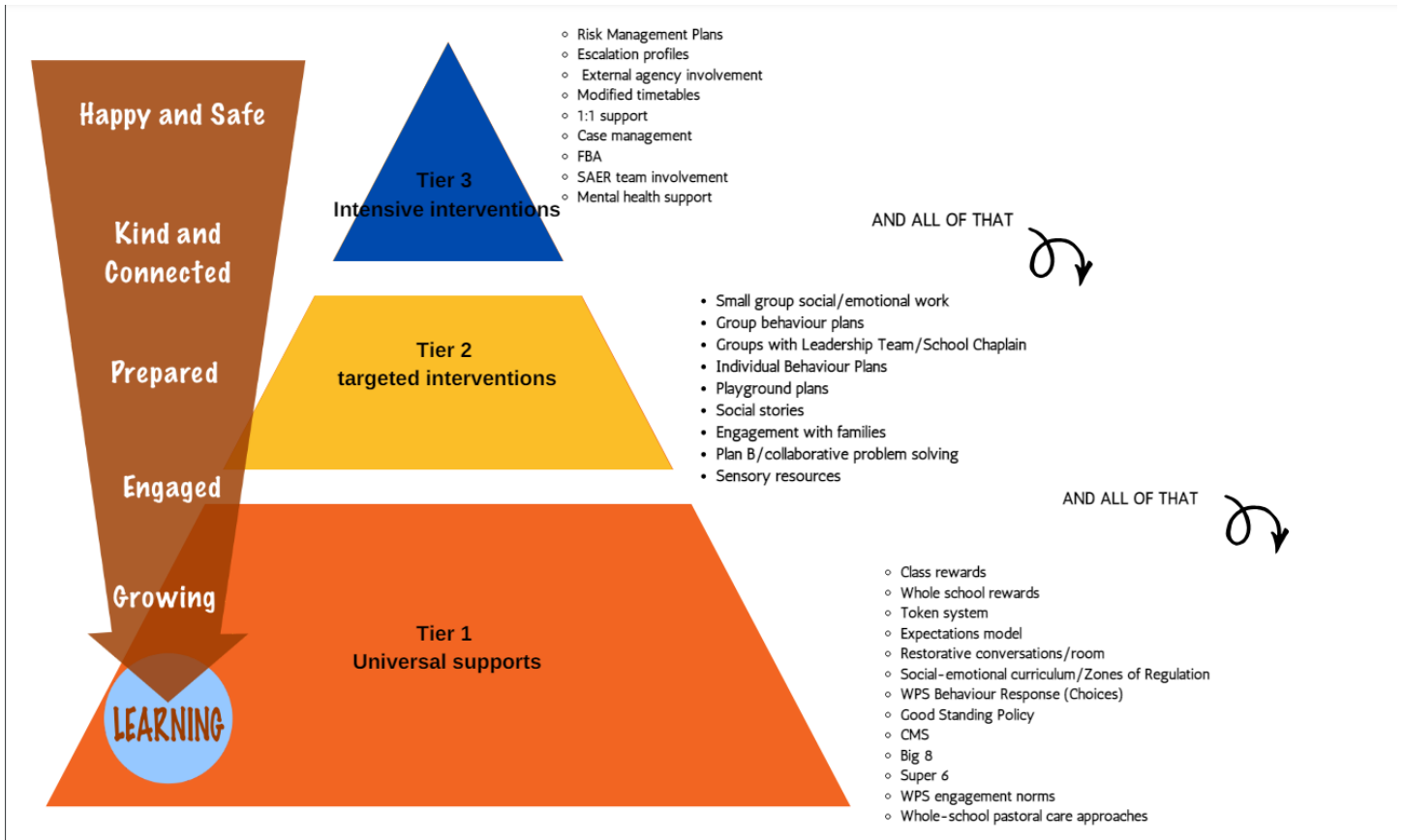
Intensive

Individualised support is provided alongside effective case management for students with complex behaviour support needs. Students with the most complex needs may need a coordinated approach through a request for assistance, to access multiple services through Statewide Services.

Student behaviour data is regularly reviewed to identify and respond to emerging trends. This ensures that school level behaviour support approaches are not disproportionately impacting on particular student cohorts – e.g. Aboriginal students or students with disability. The Nationally Consistent Collection of Data (NCCD) is an annual collection of data that identifies students with disability receiving adjustments and the level of adjustments provided, including behaviour support adjustments.

Low level behaviours in school settings (Tier 1 & 2) can create a significant amount of disruption and distraction and even emotional distress for students and staff. While most students will respond appropriately to the Waikiki PS Expectations Model and classroom management strategies, some students can struggle to consistently interact in positive ways and maintain focus on tasks. This can be exacerbated by a range of social, emotional, cognitive, physical and interpersonal factors.

When this happens repeatedly it can be frustrating and difficult to see the whole picture. It is important to have clear strategies for maintaining a consistent and positive approach. A social-ecological lens not only helps us understand why a student might engage in challenging behaviour, but more importantly helps us identify factors we can immediately impact and influence to support positive behaviour.

Examples of intensive behaviour supports at Waikiki PS include Functional Behaviour Analyses, case management, mental health supports and accessing external services such as SSENBe and SSEND.

Happy and Safe

Kind and Connected

Prepared

Engaged

Growing

LEARNING

Tier 3
Intensive interventions

- Risk Management Plans
- Escalation profiles
- External agency involvement
- Modified timetables
- 1:1 support
- Case management
- FBA
- SAER team involvement
- Mental health support

AND ALL OF THAT

Tier 2
targeted interventions

- Small group social/emotional work
- Group behaviour plans
- Groups with Leadership Team/School Chaplain
- Individual Behaviour Plans
- Playground plans
- Social stories
- Engagement with families
- Plan B/collaborative problem solving
- Sensory resources

AND ALL OF THAT

Tier 1
Universal supports

- Class rewards
- Whole school rewards
- Token system
- Expectations model
- Restorative conversations/room
- Social-emotional curriculum/Zones of Regulation
- WPS Behaviour Response (Choices)
- Good Standing Policy
- CMS
- Big 8
- Super 6
- WPS engagement norms
- Whole-school pastoral care approaches

Classroom Management Strategies (CMS)

Classroom management strategies are the methods and processes through which a teacher structures their classroom environment. These strategies and structures allow student learning to prevail as student misbehavior is effectively minimized and redirected. This can be achieved through the use of low-key responses.

Low Key Responses

Teachers use Low Key Responses in their interactions when managing student behaviour. Low Key Responses are evidence-based strategies that allow teachers to manage classroom routines, while quietly dealing with unproductive student behaviour, before it becomes a problem. Key attributes of low key responses are that they:

- Use minimal verbal communication.
- Are not a distraction to the rest of the class.
- Allow the lesson to continue to flow.
- Do not invite escalation.

# Classroom Management Strategies (CMS) – Low Level Response Examples

Active Scan	**The Look**	**Proximity**	**Non-Verbal**	**Minimal Verbal**	**Pause**
When an educator overtly monitors student behaviour. By positioning to achieve maximum visual overview of the students you can be continually aware of student behaviour. This allows you to pick up unproductive behaviour before it builds to obvious levels.	The deliberate use of extended eye contact towards a specific student. Eye contact with the student that conveys your awareness of their behaviour and a message to stop. Can be combined with a non-verbal gesture to enhance communication.	Moving around the room during a task to prevent or respond to unproductive behaviour. Moving near students increases the chances that they will participate. Position yourself near the students most likely to demonstrate unproductive behaviour, OR move towards the students who are demonstrating off task behaviour.	Use of gestures to communicate that a behaviour is unproductive. Use a gesture to communicate to a student that the behaviour is unproductive or required behaviour in a way that causes minimal disruption to the lesson. It helps avoid confrontation.	As few words as possible communicating that a behaviour is unproductive. Select no more than 3 words to say to the student to bring the students attention to their behaviour. Can be used with a Look and a Non-Verbal to enhance communication.	An intentional pause during verbal instructions or discussion. The pause signals to the student the educator is aware of unproductive or disruptive behaviour. It also communicates the appropriate behaviour to listen attentively. It helps avoid confrontation..
Planned Ignore	**Responding to Appropriate Behaviour**	**CMS Low Level Responses**	**Winning over**	**Come on Back**	**Private Dialogue**
Withholding visual and verbal cues to intentionally ignore unproductive behaviour. The educator intentionally ignores a behaviour which is not impacting on the lesson to maintain the lesson flow. The educator actively responds to appropriate behaviour when the student is being productive.	The public or private positive acknowledgement of a specific appropriate behaviour to reinforce that behaviour. Use a friendly and encouraging tone, let the student know that they are displaying appropriate behaviour.		The skills employed to encourage students to bond positively with the teacher. The more the student perceives that a teacher cares about them and their learning tasks the less likely that they will misbehave	An intentional action of the educator to promote positive participation of a student who has been prompted in response to unproductive behaviour. To restore positive cohesion between the student and the teacher. Encourages student to reengage with the learning.	A conversation between a teacher and a particular student. Enables the teacher to discuss issues with a student while minimising the engagement with allies. The more private the dialogue the lower the risk of public failure and indicates that teacher is concerned to keep the student safe.
Transition	**Signal to Begin**	**Dealing with the Allies**	**Type of Response**	**Dealing with the Problem Not the Student**	**Modelling to Appropriate Behaviour**
A sequence of educator behaviours that increase the chance that student behaviour is orderly and efficient. It can involve student movement and/or equipment.	A routine sequence of teacher behaviours that result in whole class attention on the educator. By efficiently bringing a class to quiet the educator is reducing the opportunity for unproductive student behaviour and increasing the opportunity for academic engagement.	The use of a Low Key Skill with one or more students who become involved in an intervention with another student. Neutralise the involvement of other students who seek to prolong or escalate an initial disruption. It reduces the chance that the situation will escalate and helps maintain positive cohesion.	To explicitly indicate to students how they should respond during class interactions. Increases accountability and helps to prevent uncontrolled interactions. The teacher can control the distribution of questioning. Reduces opportunities for attention seeking students.	The educator focuses on the student behaviour rather than on student intentions or student personality traits. Usually an action or minimal verbal request responding to a physical behaviour.	The public, positive acknowledgement of a specific appropriate behaviour of a student or group of students to influence the behaviours of others. Friendly and encouraging tone. Overt use of voice so that other students hear it

Super 6

The Super 6 are a set of observable behaviours that tune students into active listening. The Super 6 are to be explicitly taught. Each classroom requires a Super 6 poster that can be actively referred to.

The Super 6 are:

1. Sit up straight.
2. Ears are listening.
3. Eyes on the learning.
4. Hands are still.
5. Voices off.
6. Brain ready!
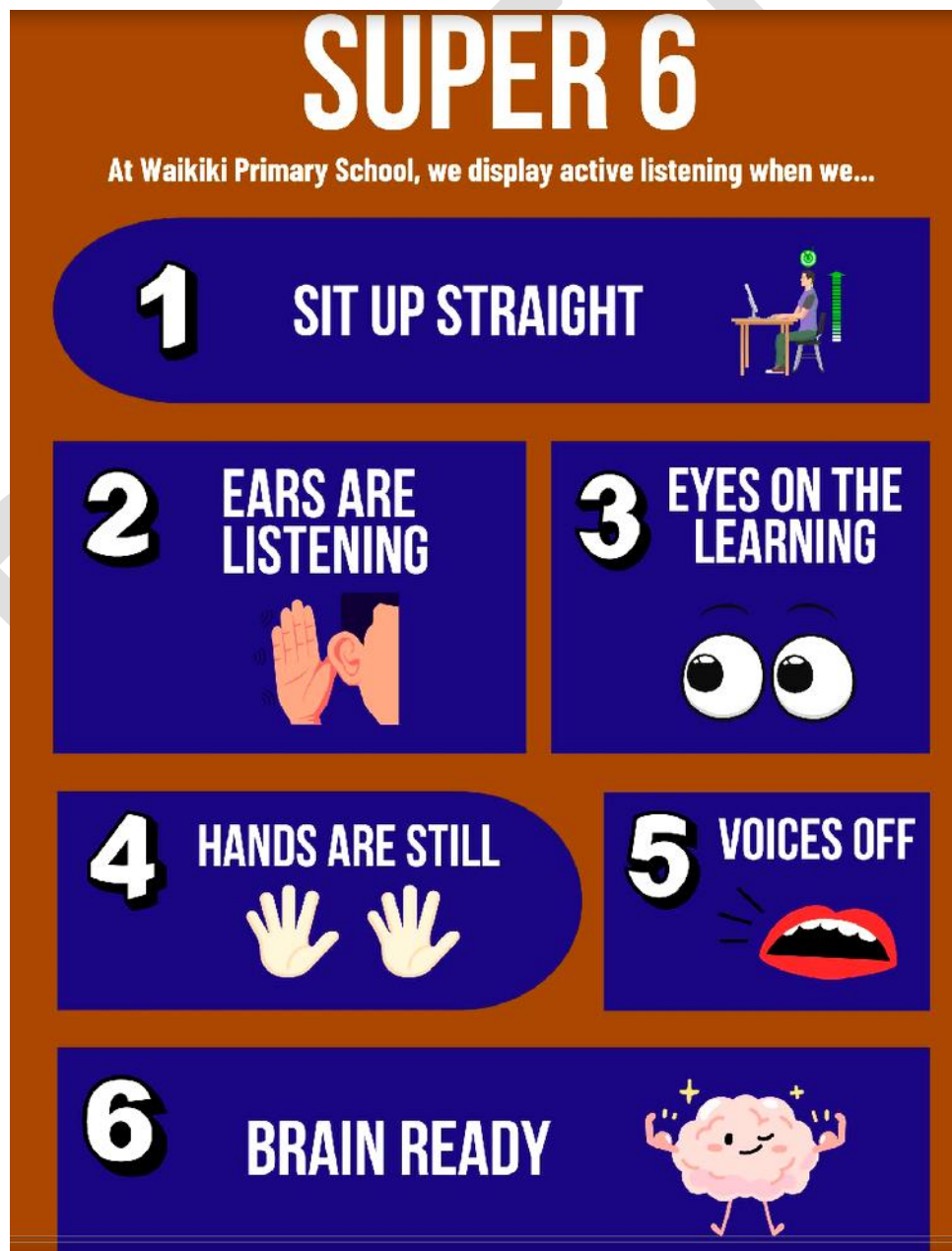
Bullying

Bullying is:

• An ongoing, repeated behaviour.

• A deliberate misuse of power in relationships that is used to cause physical, social and/or psychological harm.

• Verbal, physical and/or social behaviour.

Bullying can:

• Involve an individual or a group misusing their power over someone who feel unable to stop it from happening.

• Happen in person or online.

• Be obvious or hidden.

Bullying is not:

• A single incident.

• Conflict or fights between equals.

Sometimes children who are bullied are reluctant to discuss this issue with parents, carers or teachers. They are concerned that 'telling' will make matters worse. Through the facilitation of the Protective Behaviours Program, students are taught from a young age to speak up when they don't feel safe. Bullying behaviour is considered a serious matter at Waikiki Primary School and will not be tolerated.

Some of the strategies we use to address bullying include:

• Teaching students what to do when they see or experience bullying.

• Developing students' communication, social, assertiveness and coping skills.

• Using a restorative approach to address interpersonal conflict.

• Changing the school environment to improve teacher supervision.

• Increasing supervision of students at particular times or places.

• Support from a school psychologist or other members of staff.

• Changing access to technology.

• Temporary or permanent timetable or class changes to decrease students' contact.

• Promoting positive bystander behaviour.

• Disciplinary action against students who bully others.

• Put Stay Orders in place as required.

Aggressive or Intimidating Behaviour

Waikiki PS has zero tolerance towards students displaying aggressive or intimidating behaviour. Our views are aligned with those outlined within the Minister's Statement on Violence in Schools:

"Students, teachers and staff members have a right to feel safe at school. We need to ensure our schools are a safe learning environment - free from the threat of violence."

Preventing aggression

The best way to reduce incidents of aggression among children and youth is to prevent them from occurring in the first place. Staff at Waikiki Primary School are committed to successfully discouraging aggressive behaviour by building solid and appropriate relationships with them, and creating a structured and secure environment. Refer to the Minister's Statement on Violence in Schools:

https://www.education.wa.edu.au/dl/ergjmo3

Managing aggression

Waikiki Primary School Staff will use the following strategies to diffuse a situation or calm a young person:

Control your body language and tone of voice. Make sure your body language and tone of voice do not contradict your verbal message.

Stay calm. Focus on letting the person know that you care about him or her, are concerned about what is happening and are there to help. Don't try to solve the problem or conflict that led to the aggressive behaviour while a young person is acting aggressively toward you.

Offer a way out. Offer a young person a way out of the situation. Give clear choices, with safe limitations. In this way, you allow the young person to retain a feeling of control along with his or her self-esteem.

Discourage bystanders. When a young person is acting out, ask peers who may be watching to leave the setting and continue with their activities.

Don't make threats. Don't give warnings about consequences that you are not prepared to follow through on or that are unreasonably severe.

Don't make generalisations. Saying, "You always do this when . . ." reinforces negative behaviours.

Wait for the right moment. Wait until after an incident involving aggression is over, when everyone has calmed down, to talk to a young person about inappropriate behaviours.

Maintain safety. Make sure that everyone present during an incident involving aggression is safe at all times.

Deal appropriately with threats. In most cases, students who make threats don't carry them out. The main goal is to get the student making threats to focus on the way he or she is feeling, and to keep them away from any target of aggression.

Keep in mind that young people who have behaved aggressively, damaged property, set fires, harmed animals or shown other conduct problems in the past are more likely to carry out a threat.

Drug And Alcohol Misuse by Students, Including Provision Of Evidence-Based Drug And Alcohol Education

In the event of a drug use incident or where a student requires intervention for a drug use issue, the following will occur:

Appropriate personnel will notify the parent/s.

The Principal will notify police and department of child protection if a reasonable belief has been formed as to illicit drug use.

Both students and parents will be offered support through appropriate interventions.

The incident or issue will be documented and other relevant agencies involved.

Respect will be given to privacy and confidentiality by and for all parties.

The health and well-being of all parties involved will be given priority.

Waikiki PS Behaviour Response

Waikiki PS uses a five-step response to undesirable behaviour for students who require support in meeting our expectations. It is based around student choice and an understanding of individual student needs. All stakeholders have responsibilities within this model to support students in meeting our agreed expectations.

Student Choices

In the classroom, when students are unable to meet our expectations of behaviour, the first step involves the teacher reminding them of the expectation they need to meet. While no formal recording of this process is required until after step 3, it may be helpful for the teacher to track the first steps, with some information about the undesirable behaviours displayed, choices offered, and strategies tried through steps 1-3 so that this can be communicated to the Leadership Team and parents later.

Where the student continues to demonstrate undesirable behaviours, the teacher will take some time to consider the student's individual needs and adjustments, and collaboratively problem solve with the student to support them to meet behaviour expectations. If there are individual education plans in place, the teacher will check that the strategies within those plans are being implemented and draw upon strategies that have not been tried yet. A part of this step may be for the child to have a brain break or opportunity to reset in the class restorative space.

If the student is still unable to meet expectations, the teacher will offer the student 2 choices. One of the choices will be to reset outside of the immediate learning environment (this may be outside of the classroom door, in a wet area, or at another location set by the teacher). The second choice would be to accept help offered and begin demonstrating the expected behaviour. This reset will be for a set time, and the teacher will check in with the student at the end of the reset time.

If the student is still unable to reset at the end of the set time, or if the child leaves the reset space, becomes unsafe or emotionally escalated, the teacher will call for admin support. Admin staff will work with the student to de-escalate and regulate their emotions where possible and if able to reset with support, students will be offered a choice to return to their class. If students are still unable to reset admin staff will contact
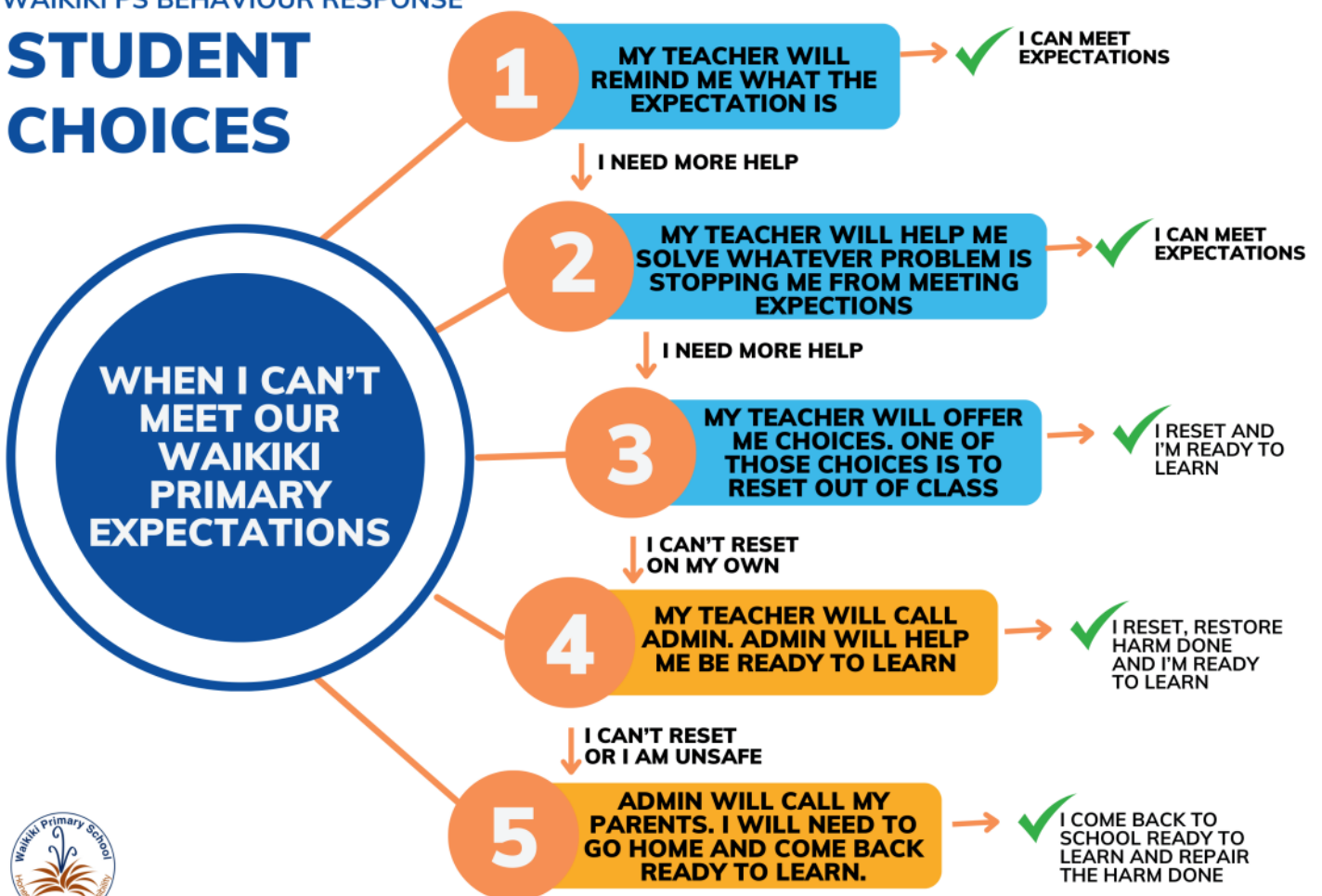
parents and request that they collect their child for the remainder of the day. It should be noted that students who become unsafe or display severe behaviours (violence or aggression) at any stage will move immediately to this step. If students return to class at this point, they may be asked to engage in restorative steps to repair any harm done.

Our goal is to support students to reset and return to learning wherever possible, however, we know that there are occasions where this is not possible. We respond to a student who is unable to regulate their behaviour and engage in learning in the same way as a student who is unwell and unable to engage in learning. Depending on the severity of behaviour, there may be a need for suspension of students. Often the decision around suspension requires time and investigation, and this decision may be communicated to parents after the student has been sent home for the day.
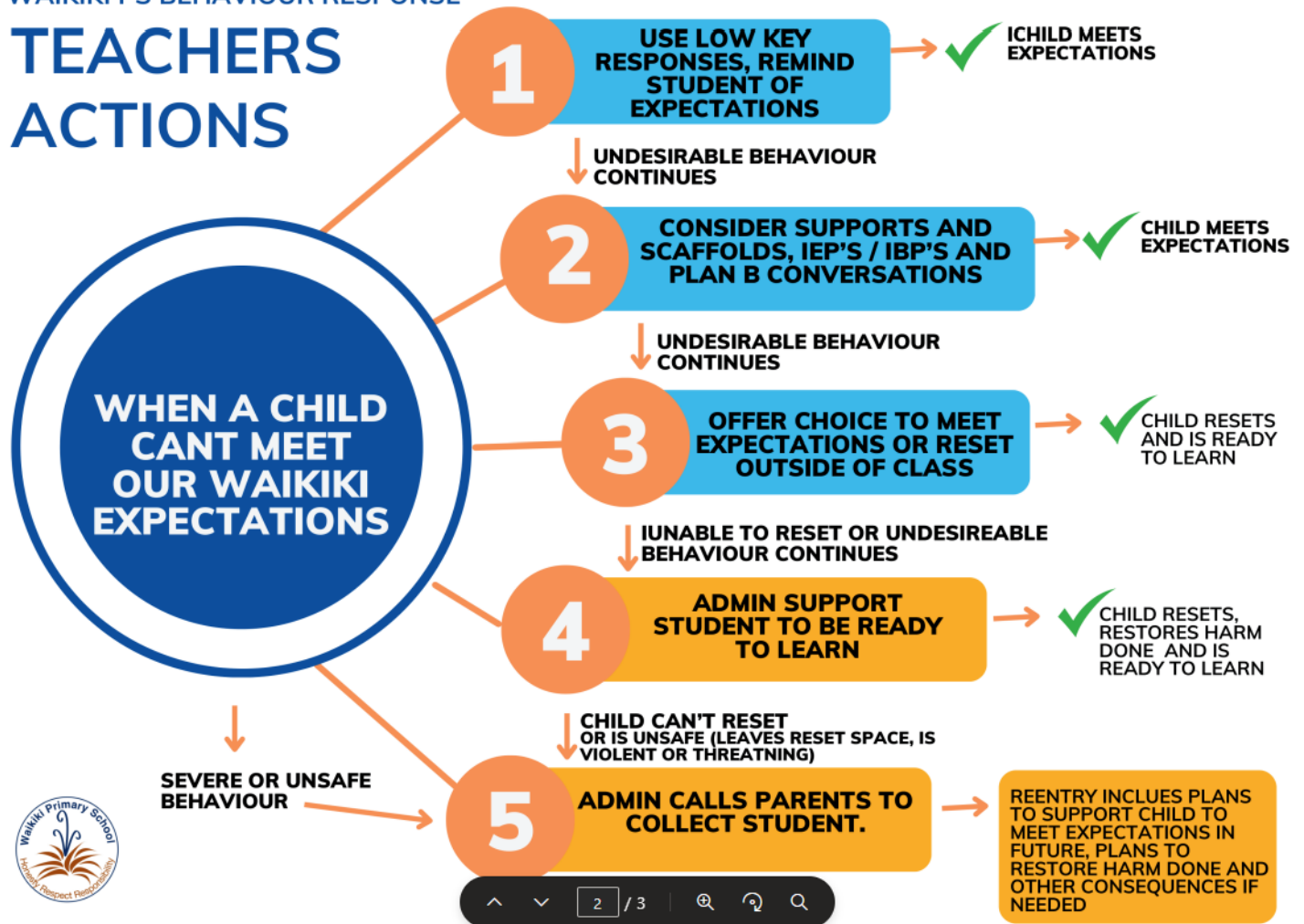
Upon returning to school, there may be need to meet with parents regarding a re-entry plan. Students will also engage in steps to repair any harm done, in line with our restorative approach to behaviour support. Where a student displays a repeated inability to meet an expectation, resulting in step 4 or 5 on multiple occasions, the classroom teacher will consult with parents, the student and school support staff to put in place an Individual Education Plan (IEP). The goal of the IEP is to teach students the skills they need to regulate their emotions and behaviour, respond to conflict and meet expectations.

WAIKIKI PS BEHAVIOUR RESPONSE

STUDENT CHOICES

WHEN I CAN'T MEET OUR WAIKIKI PRIMARY EXPECTATIONS

1 MY TEACHER WILL REMIND ME WHAT THE EXPECTATION IS → ✓ I CAN MEET EXPECTATIONS

I NEED MORE HELP

2 MY TEACHER WILL HELP ME SOLVE WHATEVER PROBLEM IS STOPPING ME FROM MEETING EXPECTIONS → ✓ I CAN MEET EXPECTATIONS

I NEED MORE HELP

3 MY TEACHER WILL OFFER ME CHOICES. ONE OF THOSE CHOICES IS TO RESET OUT OF CLASS → ✓ I RESET AND I'M READY TO LEARN

I CAN'T RESET ON MY OWN

4 MY TEACHER WILL CALL ADMIN. ADMIN WILL HELP ME BE READY TO LEARN → ✓ I RESET, RESTORE HARM DONE AND I'M READY TO LEARN

I CAN'T RESET OR I AM UNSAFE

5 ADMIN WILL CALL MY PARENTS. I WILL NEED TO GO HOME AND COME BACK READY TO LEARN. → ✓ I COME BACK TO SCHOOL READY TO LEARN AND REPAIR THE HARM DONE

TEACHERS ACTIONS

WHEN A CHILD CANT MEET OUR WAIKIKI EXPECTATIONS

1 USE LOW KEY RESPONSES, REMIND STUDENT OF EXPECTATIONS → ✓ ICHILD MEETS EXPECTATIONS

↓ UNDESIRABLE BEHAVIOUR CONTINUES

2 CONSIDER SUPPORTS AND SCAFFOLDS, IEP'S / IBP'S AND PLAN B CONVERSATIONS → ✓ CHILD MEETS EXPECTATIONS

↓ UNDESIRABLE BEHAVIOUR CONTINUES

3 OFFER CHOICE TO MEET EXPECTATIONS OR RESET OUTSIDE OF CLASS → ✓ CHILD RESETS AND IS READY TO LEARN

↓ IUNABLE TO RESET OR UNDESIREABLE BEHAVIOUR CONTINUES

4 ADMIN SUPPORT STUDENT TO BE READY TO LEARN → ✓ CHILD RESETS, RESTORES HARM DONE AND IS READY TO LEARN

SEVERE OR UNSAFE BEHAVIOUR →

↓ CHILD CAN'T RESET OR IS UNSAFE (LEAVES RESET SPACE, IS VIOLENT OR THREATNING)

5 ADMIN CALLS PARENTS TO COLLECT STUDENT. → REENTRY INCLUES PLANS TO SUPPORT CHILD TO MEET EXPECTATIONS IN FUTURE, PLANS TO RESTORE HARM DONE AND OTHER CONSEQUENCES IF NEEDED

Waikiki Primary School — Primary Respect Responsibility

PARENT SUPPORT

WHEN YOUR CHILD CANT MEET OUR WAIKIKI EXPECTATIONS

1 YOUR CHILDS TEACHER WILL REMIND THEM OF THE EXPECTATIONS → ✓ CHILD MEETS EXPECTATIONS

UNDESIRABLE BEHAVIOUR CONTINUES

2 YOUR CHILDS TEACHER WILL HELP THEM MEET THE EXPECTATIONS. THEY MAY LET YOU KNOW ABOUT THIS LATER IN THE DAY. → ✓ CHILD MEETS EXPECTATIONS

UNDESIRABLE BEHAVIOUR CONTINUES

3 YOUR CHILD IS OFFERED A CHOICE TO MEET EXPECTATIONS OR RESET OUTSIDE OF CLASS → ✓ CHILD RESETS AND IS READY TO LEARN

TEACHER WILL INFORM PARENTS

UNABLE TO RESET OR UNDESIREABLE BEHAVIOUR CONTINUES

4 ADMIN WILL SUPPORT YOUR CHILD TO BE READY TO LEARN. ADMIN WILL LET YOU KNOW WHAT HAPPENED. → ✓ CHILD RESETS, RESTORES HARM DONE AND IS READY TO LEARN

CHILD CAN'T RESET OR IS UNSAFE (LEAVES RESET SPACE, IS VIOLENT OR THREATNING)

SEVERE OR UNSAFE BEHAVIOUR

5 YOU WILL BE CALLED TO COLLECT YOUR CHILD AND SUPPORT THEM TO BE READY TO LEARN. → REENTRY INCLUES PLANS TO SUPPORT CHILD TO MEET EXPECTATIONS IN FUTURE, PLANS TO RESTORE HARM DONE AND OTHER CONSEQUENCES IF NEEDED

Classroom Behaviour Support Slip

WAIKIKI PRIMARY SCHOOL
Behaviour Support

Happy and Safe
Our school is a safe environment where everyone can be happy.

Kind and Connected
We belong to a community where everyone's diversity, culture and voice is respected.

Prepared
At school we make sure we are ready for learning.

Engaged
We are actively engaged in learning.

Growing
We set and work towards our goals.

LEARNING

NAME	
Date:	
Teacher:	
Year level:	
Room No:	

Minor Behaviours (tick steps undertaken)	
1. Low key responses/warnings	
2. Check in/ time to reset in class	
3. Two choices this or that	

Additional Information

Feedback

4. Reset in buddy class		
5. Restorative Room		

6. Major Behaviour		Referring Teacher:

Administration consequence:
Entered into Integris: Yes/No

Playground Behaviour Responses

In the playground, the process for responding to undesirable behaviour is slightly different. Severe behaviours, including violence and aggression, are referred immediately to admin (which may be the front office or the restorative room). Minor behaviours are addressed on the spot by duty teachers and may involve logical and natural consequences. For example, a student who is not being safe in the playground may shadow a duty teacher or sit out of play for a time. A student who is being unkind may need to demonstrate kindness by apologising or repairing harm done. A guide to logical consequences in the playground is included on the playground behaviour referral slip (yellow slip).

WAIKIKI PRIMARY SCHOOL
Playground Behaviour sheet

NAME		Teacher:	
Date:		Year level:	Room No:

Inappropriate behaviour	Shadow duty Teacher today	Shadow Duty teacher tomorrow	Time out	Banned from the playground or area.
Did not follow rules and routines				
Did not interact positively with others				
Did not use equipment safely or appropriately				
Did not listen to or follow instructions				

Entered into Integris by classroom teacher:
Yes/No

Severe Inappropriate Behaviour

		Additional Information
	Did not accept consequence	
	Physical Fighting/ Assault/ spitting on student or staff	
	Stealing	
	Vandalism/ graffiti	
	Verbal abuse	

Referring Teacher :
(if not classroom teacher)

Administration consequence:

Signature: Entered into Integris: Yes/No

Playground Duty

The duty teachers are responsible for the safety and acceptable behaviour of students in the areas they supervise. Teachers must wear a bright yellow vest while on duty. This ensures every teacher is highly visible and can be located by students or other staff quickly. It is expected that while on duty staff will be vigilant and proactive. The duty teacher is to carry a duty bag at all times.

Duty bags should contain the following:

- Red card for EMERGENCY (medical or behaviour) assistance required
- Yellow Playground Behaviour Forms: minor inappropriate behaviour – given to student's Classroom Teacher. Severe inappropriate behaviour – referral to Admin
- Gloves / Band-Aids
- Green Medical Forms for referring students to the office for medical treatment
- Tokens to give to students who are demonstrating our expectations
- Pen/pencil
- Current Medical Information Sheets for individual students

Teachers are to actively resolve student conflicts and deal with simple playground incidents while on duty (e.g. running on pavement, dropping rubbish, disputes over equipment, arguing between students etc.). Verbal warnings, short time-outs or walking with the duty teacher are consequences that can be given, if appropriate, in the area the teacher is on duty. For more serious breaches of discipline teachers should refer students to the office to a member of the Administration.

Head Injuries

Students who bump or bang their heads on another student, the ground, poles, playground equipment etc. are to be referred to the office immediately for medical assessment.

Positive Environment

A positive playground environment will be promoted by building rapport with the students, using positive praise and handing out tokens. These are to be kept in the duty teacher bags and can be used liberally to reinforce positive behaviour that demonstrates our Expectations Model.

Minor Inappropriate Behaviour

Teacher resolves conflict through discussion, Plan B or separating children. e.g. running on hard surfaces, littering, one off name-calling, boisterous behaviour, wrong play area etc. – sit for five minutes/walk with teacher for a few minutes (In this case the "time out" is monitored by the duty teacher).

Severe Inappropriate Behaviour

Student to be sent to the office with yellow Playground Behaviour Support Sheet. e.g. incidence of bullying, fighting, swearing, danger and orchestrated teasing are considered major transgressions. Consequence will be issued at the discretion of the Leadership Team and appropriate details recorded into SIS as required. **Restorative Room consequences can only be given by the Leadership Team.**

Risks Of Suicidal Behaviour and/or Non-Suicidal Self-Injury, Including Risks Associated with Cumulative Harm From Child Maltreatment

As children and young people spend a significant amount of time at school, teachers and support staff are in positions to observe and identify changes in behaviour and notice other signs that may indicate concerns for student mental health and wellbeing. School staff can play an important role in identifying as well as supporting individual students who are distressed and may be at risk of suicidal behaviour and/or NSSI.

Staff at Waikiki Primary School will follow The Department of Education's School Response and Planning Guidelines for Students with Suicidal Behaviour and Non-Suicidal Self-Injury can be located here : https://www.education.wa.edu.au/dl/20qo7lv

Direct Disclosures

If a student directly discloses suicidal behaviour or NSSI to a staff member, the staff member listens and responds to the student in a calm, caring and non-judgemental way. If the student discloses during a lesson/in front of peers, the teacher is advised to protectively interrupt and follow-up with the student individually. This should happen without delay and may include directing them gently away from peers, following up at an appropriate gap in teaching or at the end of the current lesson. The staff member is to inform the student that the information cannot be kept confidential and will need to be passed on to the 'nominated staff member' so they can be supported.

Staff members who are Gatekeeper trained may choose to undertake a risk assessment of the student where deemed necessary.

If the disclosure indicates that the student is at imminent risk, the staff member keeps the student safe and informs the Principal or Deputy Principal immediately. The staff member does not leave the student unsupervised. The Principal or Deputy Principal contacts the parent/guardian and if necessary, contacts emergency services (000) and follows emergency management procedures.

In all other cases, the staff member manages the student's safety by:
• Taking the student to receive first aid if injured.
• Linking the student to the 'nominated staff member' – judge whether to take the student immediately or following current class/activity. This needs to occur the same day as the disclosure where possible.

Where there is an existing Risk Management Plan (RMP) in place, the staff member follows

actions as outlined. The staff member identifies and supports peers who may have been impacted by the disclosure. The staff member confirms that the school's documentation processes are followed.

Indirect Disclosures

Where a staff member is informed of concern regarding student suicidal behaviour or NSSI by a third party (may be information from another student, staff member or community member), the staff member advises that the information cannot be kept confidential as the student's safety may be at risk and the information is passed on to the 'nominated staff member' for follow up.

The staff member checks that the individual who made the disclosure is all right, offers support and provides them with emergency contact details. The staff member reassures the individual that they have taken the right action by informing a staff member of the concern.

If the disclosure indicates that the student is at imminent risk, the staff member keeps the student safe and informs the Principal or Deputy Principal immediately. The staff member does not leave the student unsupervised. The Principal or Deputy Principal contacts the parent/guardian and if necessary contacts emergency services (000) and follows emergency management procedures.

In all other cases, the staff member manages the student's safety by:
• Checking the student is at school and in class.
• Informing the nominated staff member as soon as possible – the same day as the
   disclosure where possible.

Where there is a RMP in place, the staff member follows actions as outlined.

The staff member confirms that the school's documentation processes are followed.

Risk Management Plan

Following a student disclosure of suicidal behaviour or non-suicidal self-injury (NSSI) it is critical for school staff to implement strategies to monitor and manage potential risk while the student is at school. A school risk management plan (RMP) identifies foreseeable circumstances where a student may be at risk of harm and outlines strategies to manage and/or reduce this risk.

Indicators of Concern
"Most people considering suicide give signs that they are not coping" (Gatekeeper Training Manual, 2014). If these signs are ignored or interpreted as attention seeking this can be detrimental to the person as they may have difficulty expressing their needs openly to those who can assist. A number of young people, however, may show no observable signs or behaviours. School staff may observe behaviours or sudden changes in a student that may indicate they are stressed or distressed. If staff have concerns regarding a student it is important to consult with the Principal or Deputy Principal as soon as possible to ascertain if further actions need to be taken to support the individual.

Some examples of common indicators of concern are:
• Changes in activity and mood.
• Anxiety and/or depression.
• Decrease in academic performance.
• Difficulty concentrating and/or making decisions.
• Persistent thoughts about death and/or suicide.

- Negative view of self and/or world.
- Significant tiredness and/or loss of energy.
- Significant grief and loss issues.
- Alcohol and/or other drug use.
- Risk-taking behaviours.
- Persistent or sudden absence from school.
- Sudden weight loss or gain.
- Change in appearance (no care for clothes, hair, makeup, etc.).
- Unexplained injuries such as cuts, burns, bruises.
- Wearing long sleeves or covering up, even during hot weather (that is not due to religious or cultural reasons).
- Changes in eating and/or sleeping.

Risks Associated with Cumulative Harm from Child Maltreatment

Cumulative harm is the outcome of multiple episodes of abuse or neglect experienced by a child. Cumulative harm refers to the effects of patterns of circumstances and events in a child's life, which diminish a child's sense of safety, stability and wellbeing. Isolated maltreatment, by comparison, might be defined as a single maltreatment, or several inter-related events confined to a time-specified period.

When considered individually, each episode of abuse and/or neglect may not be deemed to be significantly detrimental. However, when considered cumulatively, the unremitting daily impact on the child can be profound and exponential, covering all dimensions of a child's life; developmental, social, psychological, relational and educational.

Staff need to be alert to the possibility of multiple adverse circumstances and events, and to consider, not just the current information, but also the history of the child that may be indicative of cumulative harm.

The following five domains need to be considered when assessing for cumulative harm through abuse or neglect:
Frequency: Number of incidents
Type: Number of types and the different types (physical, sexual, emotional/psychological abuse and neglect)
Severity: Of the adult behaviour and of the impact of that behaviour on the child
Source of harm: Number of perpetrators and their relationship to the child
Duration: Period of time over which the abuse/neglect occurred and the age/developmental stage(s) of the child during this period.

Cumulative Harm and Trauma

The cumulative effect of 'minor' harm over time can be just as, or more detrimental, than a single major event of harm. By its nature, multiple instances of harm or neglect resulting in cumulative harm are most likely to be perpetrated by a child's primary caregivers. Children who are on the receiving end of multiple acts of commission (abuse) or omission (neglect) from those whose role it is to care, protect and nurture them in a loving, ordered and sequential manner suffer complex trauma.

All staff at Waikiki Primary School are in a position to observe and identify changes in behaviour and notice other signs that may indicate concerns for student mental health and wellbeing.

Classroom and Specialist teachers are to keep accurate and precise records of neglect or abuse of students. Records are to be kept using the <mark>School Recording Form For Disclosures, Observations Of Child Abuse And Actions Form.</mark> Once completed this form is to be given to the Principal who will store it in a secure place.

The Rules Regarding Personal Use of Mobile and Other Electronic Devices, And Responses to Breaches of These Rules

Policy

The Department of Education does not permit student use of mobile phones in public schools unless for medical or teacher directed educational purposes. It is important to note that it is NOT a requirement at Waikiki PS for students to have a mobile phone at school. Waikiki PS recognises that an increasing number of parents/carers who for safety, security and/or emergency purposes wish to provide their children with mobile phones. This policy details the conditions under which mobile phones are permitted at Waikiki PS.

Conditions of Use

While at Waikiki PS, students are the responsibility of the school. All communication between parents and students, during school hours, should occur via the school's administration. The use of mobile phones for all students is prohibited from the time they arrive at school to the conclusion of the school day. This includes before school and at break times. Students are not permitted to have mobile phones in their possession during the school day.

Waikiki PS prefers that no student brings a mobile phone to school. For those who do bring phones, the following process must be followed:
- Phone is to be turned off on entering the school grounds.
- Hand phones to the staff on duty at the undercover area each morning or, if arriving later, hand to their teacher in the block (they are NOT to be kept in bags, student desks or teacher's desks)
- Waikiki PS takes no responsibly for any devices brought onto school grounds.
- Students can collect their device AFTER the final bell of the day.
- In addition to mobile phones, Waikiki PS does not allow the use of Smart Watches. If watches are worn, they must be in 'aeroplane mode' so phone calls and messages cannot be sent or received during the school day.

Breaches of this Policy

Breaches of this policy will be managed in accordance with the School Behaviour Management Policy and Procedures. Students who do not comply with this policy will have their mobile phone confiscated. Once it is confiscated it can only be collected by a parent or caregiver.

Students found to be involved in recording, distributing, or uploading images or videos of students, parents or staff on school premises will be suspended.

Responsibilities of parents

Waikiki PS acknowledges that some parents provide mobile phones for safety and other reasons. Parents help the school by:
- Monitoring and encouraging their child's appropriate use of technology including mobile phones and PDM devices and the internet.
- Sending a note with their child indicating their need to bring a mobile phone or PDM device to school.

- Accepting responsibility for the loss, theft or damage to mobile phones or PDM devices that are brought to school or other school sponsored functions (either at school or relevant site, or whilst travelling to or from school, camps or excursions).
- Making arrangements for the confiscated phones/PDMs to be collected by an adult.
- Supporting the school's Student Behaviour Policy using effective processes for getting messages to their children, by ringing the front office or messaging teachers via See Saw.

Explicit lyrics, images or material of any kind will not be tolerated. Any student in possession of explicit material, will have the item confiscated and consequences that are in line with the school's Student Behaviour Policy will be put in place. Subsequent offences will carry greater consequences in line with the Student Behaviour Policy, including possible suspension.

Good Standing Policy

As per the Department of Education's requirement, 'Good Standing' is a status all Waikiki Primary School students have at the start of each year.

Students with 'Good Standing' are eligible to participate in extra curricula activities such as whole-school reward days, reward performances/visiting performers, reward excursions, interschool sporting events and Year 6 graduation activities.

It is the responsibility of each student to maintain their 'Good Standing'.

To maintain 'Good Standing' status students must:
- Follow all the Waikiki PS Expectations – Demonstrating they are *Happy & Safe, Kind & Connected, Engaged, Prepared, Growing.*
- Comply with the Waikiki PS Dress Code.
- Use ICT appropriately.

A student's 'Good Standing' status may be withdrawn following consultation with the administration and the class teacher should any of the following (or combination) occur over any five-week period:

- Suspension (in-school or external).
- 3 x Office Withdrawals for Major Behaviours.
- 3 x duty referrals for inappropriate behaviour.
- Repeated non-compliance with the student dress code.

Parents and Guardians of students 'at risk' of losing their 'Good Standing' will be contacted by teachers or Administration. On the loss of 'Good Standing' parents will be notified via a phone call or letter.

** If a Student Leader loses their 'Good Standing', they will lose their badge and their right to represent the school for a period of time.

Regaining 'Good Standing'
By maintaining the 'Good Standing' conditions listed above and making responsible choices over a negotiated period, a student will earn back their 'Good Standing' status. The student will track this by using a behaviour contract, which will be presented to the student at a re-entry meeting (post suspension) or a formal meeting with a parent, teacher and administration, if a suspension has not occurred.

The 'Good Standing' Policy is provided to maintain consistency in our decision-making processes. It is important to note that these are guidelines and if:

- There are extenuating circumstances that have resulted in the negative behaviours and / or
- A student has special needs

these factors will be taken into account. Any decision to withdraw or maintain 'Good Standing' will be at the discretion of the Principal. We believe that all our students are valued members of our community and are capable of upholding the Waikiki Primary School whole-school expectations.

Waikiki Primary School
Honesty ♦ Respect ♦ Responsibility

Good Standing Policy

Student Behaviour Contract

Name: _____ **Year:** _____ **Teacher:** _____ **Date:** _____

You have been given this contract because you have broken the school expectations and lost your Good Standing. Work this contract off to repair harm by showing that you can follow Waikiki expectations. Your Good Standing will be reinstated after __ days of acceptable behaviour.

How this card works:
- Take the card to each class in the conditional period and present it courteously to the teacher.
- Demonstrate your target behaviours and ask for the teacher to sign it at the end of the period.
- It is your responsibility to present it to each teacher and to be sure that the teachers sign it.
- If behaviour expectations are not met, an extra day will be added.

Target Behaviours:

Happy and Safe	Kind and Connected	Prepared	Engaged	Growing
-Remain in class unless you have the teacher's permission to leave -If you are escalating, access the calming space.	-Use kind words to peers and teachers -Keep your hands and feet to yourself	-Arrive at class on time	-Allow others to learn	-Complete a set amount of work in agreement with the teacher.

Tools:

(To be negotiated with classroom teacher e.g. fidget, brain break, alternative play space)

		COMMENT (and sign)
Period 1	excellent acceptable unacceptable	
Period 2	excellent acceptable unacceptable	
Recess	excellent acceptable unacceptable	
Period 3	excellent acceptable unacceptable	
Period 4	excellent acceptable unacceptable	
Lunch	excellent acceptable unacceptable	
Period 5	excellent acceptable unacceptable	

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Student Signature   Parent Signature   Date

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IBP Templates

IBP templates are located at [Individual Behaviour Support Plan Exemplar 2024 (1)](#)

INDIVIDUAL BEHAVIOUR SUPPORT PLAN

Student	
Date of Birth	
Year level	
Teacher	

Background: ****Add background details pertinent to the student here****

CURRENT RISK BEHAVIOURS	TARGET BEHAVIOURS	STRATEGIES PREVENTION	STRATEGIES POSITIVE	STRATEGIES INTERVENTION	MONITORING
Student A is often out of her seat, roaming around the classroom, and interrupting the learning of her peers. She frequently seeks opportunities to exit the classroom and encourages her peers to follow.	By the end of Week 5, Student A is to remain in her seat when in the classroom on 100% of occasions, unless otherwise instructed by the teacher.	Explicit whole-class and individual reminders of expectation for remaining seated in the classroom. All transitions planned for, so Student A and her peers must wait for the teacher's signal before moving to another location in the classroom or around the school. Whole-class planned movement breaks throughout the day. Praise allies to ensure they are not engaging with Student A if she attempts communication with them when out of her seat Social story on remaining seated	For every 20 minute block that Student A remains in her seat she earns a puzzle piece (10 to make total image) When the puzzle is complete (all 10 pieces obtained) she receives her reward time – 10 minutes in the chill out corner playing a barrier game with a buddy (who has completed their work/been on task)	Any time that Student A is out of her seat this process is followed: First time in a 60 minute learning block – warning Second time – moved to desk next to teacher and private dialogue regarding staying in seat Third time – Sent to Room * to review social story for 15 minutes and then return to class Four or more – Leadership Team to support, time out in Office – phone call home	Blank class timetable. Tally mark (S- for 'out of seat') to record non-compliance with expectation. Timer to monitor 20 minute blocks
Student A frequently calls out across the classroom. This is impacting the learning of her peers and is quite disruptive to the lesson. At times, she will join in with peer conflict that may be occurring. Student A will also ask the teacher questions/make statements out loud that are unrelated to the learning. Some of these questions will have already received a response, however, Student A will keep repeating them in attempting to get her preferred outcome.	By the end of Week 5, Student A will raise her hand to ask a question, rather than calling out, on at least 80% of occasions.	Explicit whole-class and individual reminders of expectations for calling out in the classroom. Can write down a question on whiteboard if teacher is busy/someone else is speaking – to be shared at an appropriate time Social story on calling out Set expectations with Student A about the timing and appropriateness of her questions.	For every 20 minutes block that Student A does not call out she earns a puzzle piece. When the puzzle is complete (all 10 pieces obtained) she receives her reward time – 10 minutes in the chill out corner playing a barrier game with a buddy (who has completed their work/been on task)	For each 60 minute session: 1st call out – planned ignore – low key response 2nd call out – warning 3rd call out – move next to teacher and private dialogue on calling out 4th call out – Sent to Room * for 15 mins to review social story and return to class Four or more – Leadership Team to support, time out in Office – phone call home	Blank class timetable. Tally mark (C- for 'calling out') to record non-compliance with expectation. Timer to monitor 20 minute blocks

Red Card (emergency response)

Each classroom will be equipped with a red card. In the case of an emergency, the teacher will send a child with the red card to the office. Administration will respond immediately to the location indicated on the card. The class should be told how to properly use the card at the beginning of the year.