

POSITIVE BEHAVIOUR POLICY AND GUIDELINES

RATIONALE

South Perth Primary School is committed to providing an exceptional learning environment where every student feels safe, connected, and successful at school. A positive learning environment is “essential to promote engagement in learning and to maximise the impact of classroom teaching” (DOE WA, 2025).

BELIEFS

Guided by our belief that **every moment matters**, we use every opportunity to develop students’ social and emotional skills, build positive relationships, and equip them with the values and experiences needed for life beyond school. In our positive school community, every face has a place, every voice is valued and everyone has something to contribute.

- **Every face has a place**
The importance of physical presence and belonging. Everyone should feel welcome and accepted for who they are, regardless of their background, abilities or appearance.
- **Every voice is valued**
The importance of psychological safety and wellbeing. Everyone should have the opportunity to feel included, being able to express their thoughts and ideas in an inclusive manner.
- **Everyone has something to contribute**
The importance of student interest, engagement and challenge. Everyone should be seen and valued for their unique interests, skills, perspectives, and experiences.

AIMS

We aim to maintain excellence in providing a safe, orderly and inclusive learning environment where our students can reach their potential. In order to achieve best outcomes for our students, we are committed to:

- making decisions that are evidence-based and in the best interests and needs of students;
- prioritising the safety and wellbeing of all students, staff and community members;
- implementing adjustments and modifications based on student needs;
- providing targeted professional learning, resourcing and support needed for our staff;
- ensuring school behaviour processes are restorative, transparent and consistent;
- ensuring practices are culturally, developmentally and psychologically appropriate;
- intervening early and working collaboratively with parents and external services to establish strategies that are specific, measurable and realistic for the needs of the child;
- developing the ability of all students to regulate their emotions and build their resilience;
- using proactive, preventative and restorative strategies to reduce or respond to behaviour;
- using a case-management approach to support students with complex behaviour needs;
- collecting school behaviour data to inform referral requests for support services;
- aligning with system policy and initiatives, including [‘Connect and Respect’](#)

SCHOOL VALUES

Our core values of **Respect, Excellence, Honesty, Responsibility and Cooperation** underpin everything we do at South Perth Primary School.

Respect - *I respect myself, others, property and our environment. I am mindful and listen to others.*

Excellence - *I strive to do my best. I am resilient. I listen to constructive feedback and reflect on my learning.*

Honesty - *I am honest and trustworthy. I am truthful.*

Responsibility - *I am fair and responsible. I am considerate and safe.*

Cooperation - *I am cooperative and helpful. I work and play well with others.*

RIGHTS AND RESPONSIBILITIES

Every member of our school community has rights and responsibilities that must be upheld to ensure that everyone feels safe, included, and respected at South Perth Primary School. These include those outlined below:

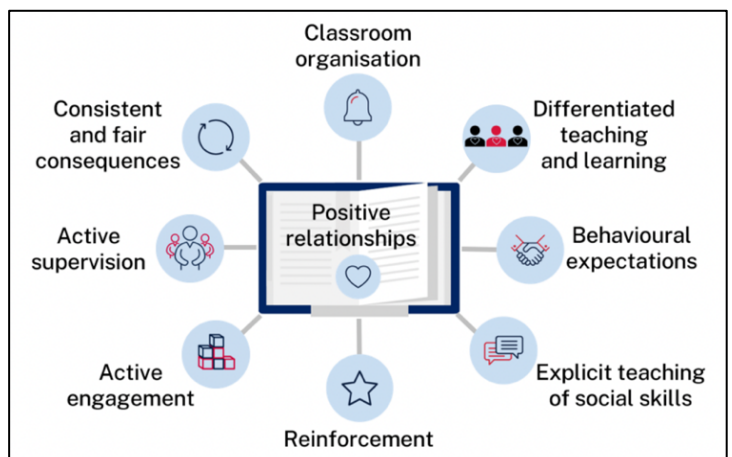


POSITIVE BEHAVIOUR SUPPORT (PBS)

Positive Behaviour Support (PBS) is a proactive and restorative whole school approach to behaviour, which involves the explicit teaching and reinforcement of social and emotional skills, behaviour expectations and wellbeing. This provides students the opportunity to practice and apply these skills, while also reflecting on different situations and experiences. Over time, the expected behaviours become more intrinsic, and the student develops confidence and competence.




The key components of a PBS School are outlined in the graphic below and underpin the strategies and priorities that we maintain and embed throughout our school. At South Perth PS, this looks like:

- High-quality professional learning for staff around positive behaviour management
- A positive, respectful culture, which supports a safe learning community
- A set of core school values which are visible, known and embedded in the school
- A common language that is taught in classrooms and promotes positive choices
- Clear and consistent processes for responding to desirable and undesirable behaviour
- A commitment to excellence in customer service for all



POSITIVE BEHAVIOUR STRATEGIES:

At South Perth PS, we use a Multi-Tiered System of Support (MTSS) model to support the development of students social and emotional skills, including those requiring targeted and individualised support:

	Type of support	Definition	The proportion of students accessing support
Tier 1	 Universal supports	Tier 1 supports are the foundation for behaviour and academic performance. They involve the whole school and all classrooms. They support all students.	100%
Tier 2	 Targeted supports	Tier 2 supports address specific academic and behavioural skill needs. Teams identify students with additional needs and match them with more intensive supports.	Up to 20%
Tier 3	 Individualised Supports	Tier 3 involves the most intensive support offered by schools. It involves specialised and individual intervention approaches for students with high-risk behaviour. Tier 3 support is resource intensive. Schools should invest in prevention-focused activities to limit the need for Tier 3.	Up to 5%

TIER 1 – UNIVERSAL

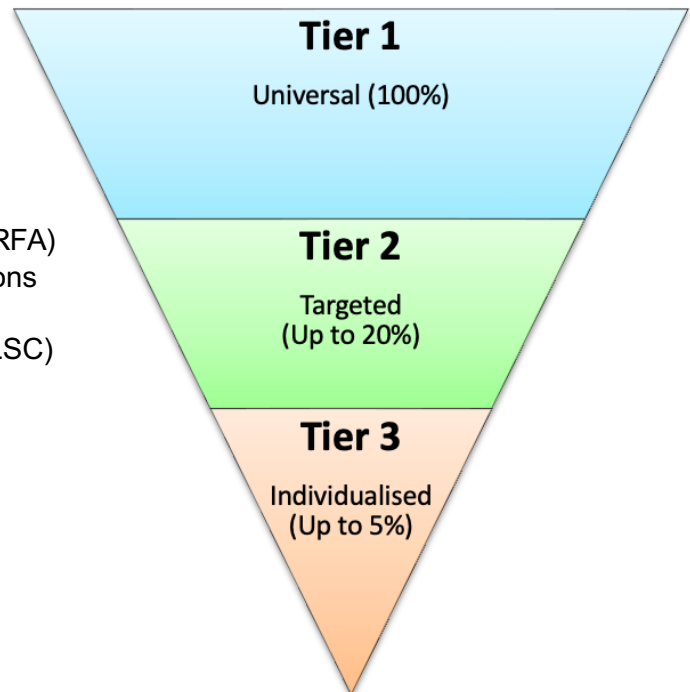
- South Perth PS Positive Behaviour Flowchart
- PATHS Social Skills Program
- Protective Behaviours Program
- Smiling Minds Mindfulness Program
- Merit Certificates, Values and Assemblies
- VIP Tokens and Prize Draws
- Faction Rewards
- School Motto - “Faith in Learning”

TIER 2 – TARGETED

- South Perth PS Minor and Major Process
- Statewide Services Request For Assistance (RFA)
- Classroom Adjustments and Accommodations
- Reflection Sheets
- Referral to Learning Support Coordinator (LSC)
- School Chaplain Support
- Zones of Regulation Strategies
- Small Group Intervention
- Behaviour Frequency Records
- Restorative Group Conversations

TIER 3 – INDIVIDUALISED

- Case Management Meetings
- Behaviour Support Plan
- Escalation Profile
- Critical Reflection Tool
- Functional Behaviour Assessment (FBA)
- Referrals for CDS
- School Psychology Observations and Assessments
- Specialist Engagement (e.g. SSEN:D, SSEN:BE, SSEN:MM)
- Individual Intensive Intervention
- Education Assistant Support



PREVENTION AND MANAGEMENT OF BULLYING

What is Bullying?

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power or perceived power over one or more persons who feel unable to stop it from happening. Bullying can happen in person or online, be obvious or hidden. Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital images), and can have immediate, medium and long-term effects on those involved, including bystanders.

Prevention

Classroom strategies include:

- developing supportive and inclusive classroom environments;
- implementing teaching and classroom management strategies that teach and encourage positive behaviours, and address negative behaviours effectively;
- implementing teaching and learning programs to develop positive communication, empathy, tolerance, assertiveness, social and coping skills;
- encouraging and supporting help-seeking and positive bystander and upstander behaviour;
- using social problem-solving approaches to resolve peer-based conflicts; and

Playground strategies include:

- coordinating a highly visible and active approach to playground supervision;
- implementing identification of and supervision adjustments to high-risk situations and settings;
- providing developmentally appropriate, unstructured break activities and playground equipment;
- recognising and reinforcing positive playground and pro-social behaviour; and
- whole-school processes for responding to playground issues.

Management

Staff to consider 'Major' Behaviour Referral. Conversations to address and resolve the bullying include:

Support Group Method

1. Interview with the person being bullied. Talk about how they are feeling.
2. Convene a meeting with the people involved in the bullying (including bystanders and upstanders)
3. Explain the problem. Staff member speaks to the students involved, letting them know how the person being bullied is feeling and might use a piece of writing or drawing to show this. At no time does the staff member describe the details of the incidents or assign any blame to the group.
4. The group takes shared responsibility to do something about it.
5. Each member of the group is encouraged to suggest a way to make the situation better.
6. End the meeting by passing over the responsibility to the group to solve the problem and arrange to meet them again to see how things are going.
7. Meet them again. About a week or so later meet with them and discuss with each student, including the person being bullied, about how things are going.

Method of Shared Concern

Meeting with the student who has bullied:

1. I have asked you to come and speak with me because I have heard some things have been happening to _____ and this is making _____ very unhappy at school.
2. So it sounds like _____ is having a bit of a tough time.
3. Well, I'm wondering what you could do to improve the situation for _____ to become happier at school.
4. Okay, I'll see you next week to find out how you are getting on.

Meeting with the student who has been bullied:

1. I have asked you to come and speak with me because I have heard that some things have been happening to you that are making you unhappy at school.
2. So it sounds like you are having a bit of a tough time.
3. I have spoken to a few students about your situation and they have made some good suggestions to help you feel happier and safer at school.
4. I was wondering what you could do to help improve the situation and become happier at school.
5. Okay, I'll see you next week or sooner to find out how you are getting on.

MOBILE PHONES AND ELECTRONIC DEVICES

Mobile Phones: Parents may provide students with a mobile phone to increase the safety of students as they travel to and from school. However, mobile phones in a primary school setting can distract students from their learning, provide opportunities to access inappropriate internet sites and increase for the risk of cyber bullying. Therefore, students who do bring a phone to school do not use the phone during the school day. The phones must be handed in at the front office for safe keeping during the school day. Teachers will not assume responsibility for the security of mobile phones. Parents are responsible for the education of students on the safe storage and use of mobile phones that are brought to school.

Other Electronic Devices: Smart Watches and other such devices are not permitted at school unless part of our Years 4-6 BYOD iPad Program, or if requested in writing by the teacher. In order to prevent unnecessary distraction for the student(s) and for the safe keeping of the device it will be stored as per teacher instructions.

DRUG AND ALCOHOL MISUSE:

Drug and alcohol use by students will be responded to through health and education frameworks and the school behaviour plan, including programs such as School Drug Education and Road Aware (SDERA). The possession or use of illegal substances by students at school is unacceptable under any circumstances. See: *Requirements related to the Student Behaviour policy and procedures - Last updated 11 May 2016*; Student Behaviour policy and procedures *Student Behaviour Procedures v2.3 Last Updated: 4 October 2016*

WEAPONS

If a weapon is brought on the school site, action will be taken which:

- prioritises the safety of all members of the school community;
- reduces the risk of weapon-related incidents in schools;
- facilitates fair and just intervention by school staff for weapon-related incidents; and
- supports students, parents and school personnel following weapon-related incidents.

Students are not to be in possession of weapons on the school site or at any school activity. A student, who is aware of a weapon on the school site or school activity, must bring this information to the attention of school staff. Incidents involving weapons must be dealt with as a serious breach of school discipline and students suspended immediately under *Regulation 44(2) of the School Education Regulations 2000*.

SUICIDAL BEHAVIOUR AND/OR NON-SUICIDAL SELF-INJURY

The Department of Education's *School Response and Planning Guidelines for Students with Suicidal Behaviour and Non-Suicidal Self-Injury* informs schools procedures.

BEHAVIOUR RECORD KEEPING

Classroom

- Teachers to keep anecdotal records of incidents.
- Teachers to complete Minor Slips and may record on Compass.
- Teachers to hold onto Minor Slips and provide to Admin at determined times.

Playground

- Teachers to make anecdotal records of incidents in duty bags.
- Teachers to complete Minor Slips and may record on Compass on return from duty.
- Teachers to hold onto Minor Slips and provide to Admin at determined times.
- Administration to monitor duty files weekly for repeat offenders.

Administration Referrals

- Administration will respond to red cards and 'Major' referrals and may record on Compass.
- Admin to use information on Compass to generate behaviour data at determined times.
- School to analyse data to inform future strategies, goals and targets.

Parent Communication

- Teachers are responsible for communication with parents about 'Minor' Behaviours.
- Admin are responsible for communication with parents about 'Major' Behaviours.

School Behaviour Consequences

School Education Regulations (2000) 41 - If a student commits a breach of school discipline a school may –

- (a) withdraw the student from any class or classes of instruction; or
- (b) alter any of the student's recess or lunch periods; or
- (c) restrict or prohibit the student's participation in a school activity or activities.

These include the following:

Reminder	In class reminder (think-time) of appropriate behaviour choices as agreed to in the Positive Engagement Agreements (PEAS)
Time-out	Student goes to a support classroom for up to 30 minutes
Reprimand	A formal expression of disapproval that does not necessarily result in a consequence being applied
Loss of Privilege	Student sent to Administration for reflection, restitution and repair; recess and/or lunchtime after eating time, as required
Detention	Students recess or lunch period altered to reflect on behaviour
Withdrawal	Student is withdrawn from class to Administration for restorative practices to be initiated and/or continuing a learning activity in a calm environment
Suspension	Student is suspended when the breach of the school behaviour support

Good Standing Policy

We believe that learning is enhanced in a welcoming, inclusive and collaborative environment which emphasises the importance of students taking responsibility for the choices they make. The Good Standing Policy is a part of, and works in conjunction with, the whole school Positive Behaviour Policy.

All students at South Perth Primary School begin each school year with their 'Good Standing', which they maintain (or regain) by demonstrating our school values of honesty, respect, responsibility, cooperation and excellence. Students who have their 'Good Standing' will be eligible to participate in extracurricular events such as excursions and incursions, camps, interschool events, special programs (e.g. Choir, Band, Clubs, Leadership Roles), school rewards and classroom rewards.

A student who is referred to administration for displaying 'Major' behaviour/s will be at risk of losing their 'Good Standing', as determined by the Principal on a case-by-case basis. Major Behaviours include:

- Intentional physical violence towards another student or staff member.
- Threats of violence towards another student or staff member.
- Intentional damage or theft of property belonging to another student or the school.
- The use of derogatory, abusive or insulting language (including profanities).
- Bringing dangerous materials to school.
- Any other 'Major Behaviours' as outlined in our *Positive Behaviour Policy*.

The loss of 'Good Standing' is a period of up to 10 school days, resulting in the student losing 1 privilege during that time, determined by the Principal. Parents are notified when a student loses their 'Good Standing'.

Staff will support the student as part of regaining their 'Good Standing'. If a student engages in further 'Major' Behaviours, or does not meet our behaviour expectations and values, the student may lose another privilege and have the loss of their 'Good Standing' extended.

Whole School Approach to Behaviour

Our 'Positive Behaviour Framework' on the next page outlines how we respond to behaviour at South Perth Primary School. This ensures a consistent and proactive approach across the school that focuses on supporting students to reflect on their choices and re-engage successfully.



Positive Behaviour Flowchart

FOCUS ON THE POSITIVE!

Respond to the behaviour:
CALMLY – CONSISTENTLY – BRIEFLY – IMMEDIATELY – RESPECTFULLY - PRIVATELY

FOCUS ON THE POSITIVE!

Low-Key Behaviours

Low-level behaviours with minimal harm and minimal impact. This may include behaviours such as:

- calling out
- talking during instructions
- wandering around the room
- not following school expectations
- taking things without permission
- chatting back
- tapping pencils
- making silly comments
- running on concrete



Minor Behaviours

Low to Medium Impact behaviours that are intentional, harmful and/or disruptive to learning. This may include repeated 'Low-Key Behaviours' and:

- defiance
- harmful and disrespectful language (verbal / gestural),
- intentionally leaving class or area of sight
- disrespecting property
- moderate physical contact
- cheating
- intentionally being late
- Unsafe behaviour
- intentionally excluding others.
- Minor E-Breach



Major Behaviours

Serious behaviours that are placing the student at significant risk to themselves, others and/or the environment. This may include repeated 'Minor Behaviours' and:

- highly offensive, derogatory or abusive language
- physically aggressive / violent / threatening behaviour
- Bullying / Cyberbullying
- Serious E-Breach
- leaving school grounds without permission
- stealing
- intentionally damaging property / vandalism
- Intimidation and harassment
- Developmentally concerning behaviour
- bringing dangerous materials to school.



Actions

- Bump 1 Prompt** - Use Low-key response (minimal verbal/visual cues) which remind students of the expected behaviour (E.g. Using a hand signal to indicate stopping the behaviour).
- Bump 2 Redirect** - Restate the expected behaviour
- Bump 3 Reteach** - State and model the expected behaviour. Have student demonstrate and provide them with feedback and praise.
- Bump 4 Choice** - A statement of two alternatives, the preferred behaviour and a less preferred choice (logical consequence). Pause and provide feedback on the choice made.
- Bump 5 Conversation / Consequence** - If the student doesn't make the desired choice, apply the alternative and engage in a restorative conversation. Consider completing a 'Minor Behaviour Slip'.

Actions

- Step 1** - Private dialogue to collect information.
- Step 2** - Reflect on situation and harm caused.
- Step 3** - Revisit expectations and determine logical consequence.
- Step 4** - Consequences may include a Warning, In-Class Reflection, Support Class Reflection, or Major Referral if 'Repeated Minor Behaviours'. *If on duty, this could include sitting out for 5 mins, shadowing duty teacher, assisting clean-up of area, restricted from a particular area/game etc.*
- Step 5** - Complete 'Minor Behaviour Slip' and include summary of details on Compass.
- Step 6** - Teacher records details on Compass, contact parents where applicable.

Actions

- Step 1** - Inform student of rule violation and state expected behaviour.
- Step 2** - Complete 'Major Behaviour Slip', providing the details and information you are aware of.
- Step 3** - Provide the 'Major Behaviour Slip' to administration for action.
- Step 4** - Admin to collect students involved (e.g. bystanders and upstanders) and investigate.
- Step 5** - Admin to complete investigation side of 'Major Behaviour Slip' and consider all factors and information in determining any actions and consequences.
- Step 6** - Consequences may include a restorative conversation, Loss of Good Standing for 2 Weeks (Loss of 1 Privilege), Withdrawal, and/or Suspension.
- Step 7** - Admin record details on Compass, contact parents and inform referring staff where applicable.

In case of emergency please send RED CARD to the office