



# Positive Behaviour Policy

**Cooperation**

**Excellence**

**Honesty**

**Respect**

**Responsibility**

South Perth Primary School aims to provide all students with the educational support needed to behave and interact in a manner that provides a safe and supportive learning environment for all members of the school community.

## Shared Community Values

Our five shared values underpin our positive behaviour policy. The values are used when making decisions about how we should behave and reflect on our actions. The school does not have a set of rules but rather a set of expectations based on the five values.

### 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 and reflect on constructive feedback.

### Honesty

- > I am honest and trustworthy.
- > I am truthful.

### Responsibility

- > I am fair and responsible.
- > I act in a safe manner.

### Cooperation

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

## Our Responsibilities and Rights:

ALL MEMBERS OF THE SCHOOL COMMUNITY HAVE A RESPONSIBILITY TO:	ALL MEMBERS OF THE SCHOOL COMMUNITY HAVE THE RIGHT TO:
Respect themselves and others; treating others with courtesy.	Be treated courteously and respectfully.
Strive for excellence, cooperate and support the learning of others.	Learn and work without being disrupted by others.
Respect the school's resources, grounds and buildings; and other's property.	A safe and supportive environment.
Behave honestly and in a responsible manner.	Feel pride in themselves and the school.

## Whole School Approach to Support Positive Behaviour

### Promoting Alternative Thinking Strategies (PATHS)

PATHS is implemented across the school from Kindergarten to Year 6. The PATHS curriculum is a program that promotes emotional and social competencies and reduces aggression and behaviour concerns in primary school-aged children, while simultaneously enhancing the educational process in the classroom.

The Golden Rule: **'I treat others as I expect to be treated.'**

### Managing Inappropriate Behaviour

The most effective behaviour management methods are non-hostile and non-punitive, and the most useful approach to student discipline is as a learning tool.

## Restorative Practice

The process of Restorative Practice is employed when resolving issues related to behaviour and positive engagement within the context of the school values and expectations. This is a three step process:

- **Reflection:** educate students to identify and reflect on behavioural choices.
- **Repair:** focus on the consequences of their actions on themselves and others.
- **Restitution:** take responsibility for their actions and move towards positive re-engagement.

## Prevention and Managing 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, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital images).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

### Prevention

#### Preventative 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 and social skills;
- encouraging and supporting help-seeking and positive bystander behaviour;
- using social problem solving approaches to resolve peer based conflicts; and
- implementing strategies from resources from the *Office of the eSafety Commissioner* to promote cyber safety and positive digital citizenship.

### **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**

The Support Group Method is used to manage reports of bullying. Very serious incidents will invoke a response consistent with the school's behaviour management policy.

### **Support Group Method**

1. A meeting is held with the target to identify concerns. After being told that no-one is to be punished the target is asked to name the students who are bullying.
2. The named students are invited to a meeting with the deputy/teacher, together with several other students whom the deputy/teacher expects to be supportive of the victim, and the feelings of the target are described. It is made clear that no-one is to be punished. At the same time, it is emphasised that everyone present has a responsibility to help.

3. Each group member is asked to state what they are prepared to do to improve the situation.
4. Subsequently, the situation is monitored and further meetings may take place to assess progress.

## Good Standing Policy

All students at South Perth Primary School begin each school year with a Good Standing status.

A student who chooses to behave in a manner that does not demonstrate our values of cooperation, excellence, honesty, respect and responsibility will lose their Good Standing status. It is recognised that students sometimes make poor decisions. Therefore, each student will be given one chance. However, if there is a second serious incident the student will automatically be deemed to have lost Good Standing.

Examples of behaviours that could result in the loss of Good Standing include:

- Intentional physical violence towards another student or staff member.
- Threats of violence towards another student or staff member.
- Damage or theft of property belonging to another student or the school.
- The use of profanities, racist or insulting language.
- Repeated refusal to follow a staff member's instructions.

Should a student demonstrate inappropriate behaviour, parents will be contacted to advise that the student has had his/her first and final warning. If a second serious incident occurs, the student will automatically lose Good Standing.

Students must have Good Standing status to attend extra-curricular events such as school camp, interschool events, the school production or choir/band.

Good Standing status will be automatically re-instated after a period of ten school weeks without any further reports of inappropriate behaviour or at the beginning of a new school year.