



Nedlands Primary School

Positive Behaviour Support (WAPBS) & Student Engagement Policy

Noted by School Board:

Effective Date: January 2024

Revision Date: January 2027

Nedlands Primary Student Engagement Policy

Rationale

All members of the Nedlands Primary School community have the right to operate in an environment characterized by respect, consideration, safety and cooperation. This policy addresses the ways student engagement is managed at our school. It contains information for staff, parents/caregivers and students.

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PREVENTION STATEMENT & STATEMENT OF COMMITMENT TO CHILD SAFETY

Nedlands Primary School is committed to the safety and wellbeing of all children and young people. This is the primary focus of our care and decision-making.

Nedlands Primary School's Student Engagement Policy conforms to the principles outlined in the Department of Education *Managing Student Behaviour Policy* v3.0 Effective: 17 July 2023 and *Student Behaviour Procedures* v3.0 Effective: 27 July 2023.

Nedlands Primary School is committed to providing a child safe environment where all children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Every person involved in Nedlands Primary School understands the important and specific role they play, individually and collectively to ensure that the wellbeing and safety of all children, and all people, is at the forefront of all they do, and every decision they make.

Nedlands PS provides an inclusive school culture that promotes positive relationships across the entire school community. Our students, staff and community are explicitly taught behaviour expectations through Positive Behaviour Support (PBS) program. We underpin this by teaching positive behaviours that are embodied in the teaching and learning programs and are underpinned by four value pillars.

- We are safe.
- We are Respectful.
- We are Resilient.
- We are Responsible.
- **We are Nedlands.**

Active participation by all members of the school community is the foundation of our positive school culture.

A key component of the school's approach is to allow every person, and especially our students, to operate at their optimum level by:

- Feeling safe from verbal, physical or cyber conduct that is uninvited and /or intimidatory
- Developing and implementing strategies and practices that address bullying/harassing and inappropriate behaviour which includes cyber-bullying
- Knowing there is a trusted adult, they can rely on to support them if they need help.

The Leadership Team regularly consults with students, teachers and parents/carers to ensure that we are responsive to the student's social, emotional, cognitive and cultural needs. Student voice is encouraged through participation in Student Leadership activities, formulation of class protocols and PBS Behaviour Matrix, the Buddy System and other whole school activities.

Student wellbeing, including child safety, is an agenda item for weekly collaborative teaching team meetings.

Through our Health curriculum we seek to provide a balance between acquisition of essential knowledge and skills, development of conceptual understanding, demonstration of positive attitudes and taking responsible action. Our curriculum engages all students by recognising and responding to their diverse learning needs. Effective teaching, inclusive curriculum and respectful relationships between staff and students are promoted.

PREVENTION PROGRAMS

Regular Attendance

The school understands that full attendance is key to engagement and maximises every student's ability to learn and our teachers' ability to teach effectively. We track student attendance through the state-wide data collection and Nedlands Primary School is consistently well above the state mean.

Inclusion

Students with special learning or social/emotional needs who are funded by Department of Education (DOE) are supported through an Individual Education Plan designed by the child's class teacher and education assistant, in consultation with the parent/carer. Requests for student assessments, intervention, treatment or referral to other outside agencies are organized by the Student Support Team in consultation with the family, teacher and education assistant. The Leadership Team discusses student wellbeing during weekly meetings.

Restorative Practices & Positive Behaviour Support (PBS)

Building positive relationships is at the core of our school's philosophy and student engagement. Our school continues to build on opportunities for our students to take on meaningful responsibilities both within the school and the broader community. A key component of the school's approach to prevention is teaching positive behaviours and the use of restorative practices to encourage engagement and develop pride, respect and responsibility in each individual student.

Online Safety

Nedlands Primary School has policies and systems to address the way our school manages cyber safety, bullying and cyber bullying. Our students, staff and the wider school community are supported to be smart, safe and responsible users of digital technology.

Our ICT policies meet the requirements of the Department of Education and an Internet Acceptable Use Agreement is in operation. Students at Nedlands Primary School participate in cyber safety workshops in class and they and their parents signed and return our school Online Access Agreement prior to accessing digital technologies.

A separate document entitled Nedlands Primary School "Use of ICT Guidelines" is published on our school website. Our aim is to provide an educative environment by establishing a safe and responsible online culture which is in keeping with the values of the school, legislative and professional obligations, and the community's expectation. Within this context, the objectives of these guidelines are to ensure the smart, safe, responsible use of ICT within the school community. The guidelines outline the conditions applying to the use of all school ICT and behaviours associated with safe, responsible and ethical use of technology. Authorised users are required to comply with the Agreement.

We encourage everyone in the school community to continue to uphold and promote positive online behaviours, at school and at home. If you are aware of any incidents of bullying, cyber bullying or risky online behaviour, please contact the classroom teacher, or a member of the leadership team.

Intensive Literacy and Numeracy

Learning Support staff are allocated to work in all year levels for Literacy and Numeracy support where required. Enrichment activities that promote Literacy & Numeracy take place in many areas of the curriculum to further support all students' engagement.

Inclusion, Wellbeing & Transitions

Transition processes are reviewed and updated to improve transition at every year level of the school, including entry and exit from the school as well as movement from year to year. Activities and whole school wellbeing programs are also delivered by teachers and active participation in whole school events and celebration is encouraged. The establishment of Buddy Classes is supported.

A variety of lunch time activities is provided to support students who are isolated or overwhelmed by the social demands of the playground and for those who prefer quieter activities at lunch time.

Such activities may include:

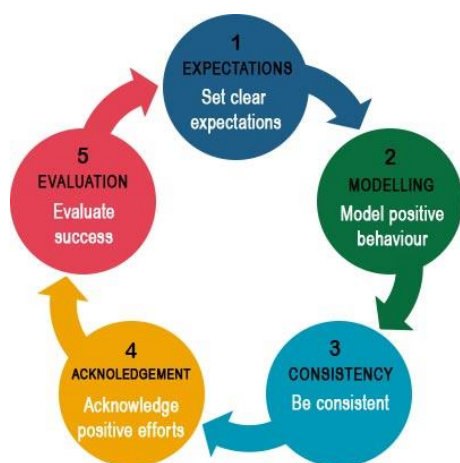
- Lunch activities - offers a variety of activities including music, art, craft, writing, structured games, coding, Numero and Gardening
- Library – one lunchtime per week the library is open for borrowing, reading and quiet drawing
- Alternative activities – daily small group activities on the verandah for access by students of all age groups

PROFESSIONAL LEARNING

Teacher professional learning is prioritised to ensure the strategies and approaches adopted are implemented with integrity. The school manages Professional Learning through data-driven coordination of outside and internal expertise. Phase of Learning and Curriculum leaders provide coaching, mentoring and professional development and resources for all staff members.

POSITIVE RELATIONSHIPS

The school expects the **active involvement of parents** in the learning and social behaviour of each student. It seeks to foster this approach with parents through informal conversations, formal interviews, summative reports, phone calls, meetings, and communications through our online sharing platforms. Effective information is provided to parents through parent information sessions, Parent Information Booklets, school website, emails and newsletters.



Inclusive behaviours and getting to know each other are an important part of the first weeks of the school year. Each year class and specialist teachers allocate the necessary time during the first two weeks of the teaching and learning program to collaborate with students to develop common understanding of the PBS Behaviour Matrix (Appendix 1).

Positive Behaviour Support builds a continuum of supports for staff and students. At each level (or tier) there is an emphasis on outcomes in the form of agreed expectations for student and staff behaviour, data to guide decision making about what practices should be put in place to support student learning and social behaviour. There is equal emphasis on the system supports that will be needed to build fluency with new or revised practices among all teachers and staff within the school.

The basic problem solving process of outcomes, data, practices and systems is then applied across the continuum of supports students will need to increase the likelihood of their academic and social behaviour success. Implementing the framework is a process that starts with universal practices for all staff and all students at school and classroom level.

To further support the emotional and social development of our community, students participate in programs which support and promote mental health and wellbeing, anti-bullying strategies (including cyber bullying) and respectful behaviours as follows:

- **Pre-primary – Year 3: You Can Do It (Program Achieve)**
- **Year 1 – Year 2: Protective Behaviours**
- **Year 4 – Year 6: Aussie Optimism**
- **Year 1 – Year 6: Cyber safety in Digital Technologies Lessons**
- **Kindergarten – Year 6: Harmony Week**

STUDENT ENGAGEMENT STRATEGIES

Teachers at Nedlands Primary School engage in 'Restorative Practices' (refer to Table One) with our students who require behavioral intervention. Restorative Practices value and support those involved in an incident so that they feel empowered to take positive action to address the situation and move forward. Restorative Practice is about being respectful of every member of our school community, encouraging responsible behaviour and actions and ensuring that personal pride and dignity are maintained.

Teachers use the Restorative ‘script’ below when managing student engagement. All incidents deemed to have breached the school’s expectations of behaviour are recorded in the approved DoE Student Information System by the Associate Principal or Principal. A copy of the Reflection sheet and any relevant case notes constructed during the Restorative Conference is saved digitally into individual Student Files.

TABLE ONE

When things go wrong	When someone has been hurt
<ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought about since? • Who has been affected by what you have done? In what way? • What do you think you need to do to make things right? 	<ul style="list-style-type: none"> • What did you think when you realized what had happened? • What impact has this incident had on you and others? • What has been the hardest thing for you? • What do you think needs to happen to make things right?

Parents will be informed of the consequences of their child breaching their agreement and the school’s response and management plan. If intervention is recommended from specialist services and external agencies parents will be informed and consent sought.

Nedlands Primary School establishes targets and action plans for improved Student Engagement and Wellbeing in the School Business Plan. The School Business Plan is made available to the wider school community through the school website.

RIGHTS AND RESPONSIBILITIES

The charter of Human Rights and Responsibilities Act (2006) outline a vision of human rights for all Australians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasizes the value of difference. The charter requires public authorities, including Government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services.

The Disability Standards for Education 2005 seeks to eliminate discrimination against people with disabilities. Under Section 22 of the Act it is unlawful for an educational authority to discriminate against a person on the grounds of the person’s disability or a disability of any associates of that person. The standards clarify and make more explicit the obligations on schools and the rights of students under the Disability Discrimination Act 1992. The standards cover enrolment, participation, curriculum development, student support services and harassment and victimization.

All students at Nedlands Primary School have the right to feel safe from bullying behaviour which includes verbal/emotional, physical and cyber bullying. Our focus is on an effective whole school approach to school based prevention programs. We involve and support parents and the community through workshops, newsletters and conferences. We use multiple strategies to deliver programs. We treat reports of verbal, emotional, physical and cyber bullying very seriously and with clear consistent action using Restorative techniques.

Rights and responsibilities are inextricably linked and need to be considered in conjunction with one another.

Rights	Responsibilities
<p>Students have the RIGHT to</p> <ul style="list-style-type: none"> • learn in a purposeful and supportive environment • work and play in a safe, secure, friendly and clean environment • be treated with respect, courtesy and honesty. 	<p>Students have the RESPONSIBILITY to</p> <ul style="list-style-type: none"> • treat others with respect and tolerance • play in a way that is safe for themselves and others • make sure that their behaviour is not disruptive to the learning of others • help to keep school grounds clean and tidy • show respect for the property of others and the property of the school.
<p>Staff have the RIGHT to:</p> <ul style="list-style-type: none"> • be treated with respect, courtesy and honesty • work in a safe, secure and clean environment • work in a purposeful and non-disruptive environment • receive co-operation and support from parents and other staff. 	<p>Staff have the RESPONSIBILITY to:</p> <ul style="list-style-type: none"> • model respectful, courteous and honest behaviour • ensure that all students are provided with appropriate and positive learning opportunities • establish positive relationships with students and support a harmonious classroom environment • provide meaningful, regular feedback to students • accurately and regularly report student progress to parents • consistently implement school policy • ensure the school environment is kept neat, tidy and clean • maintain confidentiality and respect for all members of the School Community.
<p>Parents have the RIGHT to</p> <ul style="list-style-type: none"> • be informed about curriculum material, behaviour management procedures and decisions affecting their child's health and welfare • be accurately and regularly informed of their child's progress • access a meaningful and adequate education for their child • be heard in an appropriate forum on matters related to the rights of their child to an appropriate education • be treated by school staff with respect, courtesy and honesty. 	<p>Parents have the RESPONSIBILITY to</p> <ul style="list-style-type: none"> • ensure that their child attends school • ensure that their child is as physically and emotionally prepared for school as possible • ensure that their child is provided with appropriate work materials and clothing for school activities • support the school in providing a meaningful and adequate education for their children • treat school staff with respect and courtesy and transparency • maintain confidentiality and respect for other families.

SHARED EXPECTATIONS

Nedlands Primary School is continually focused on a positive school environment which aims to provide safety, security and support for students. Our shared expectations are intended to support individual students and families that come to our school community from a diversity of backgrounds, communities, and experiences.

Nedlands Primary School has developed shared expectations agreed between students, staff and parents of the school community, on what we value and demonstrate at Nedlands Primary School to ensure that the learning, safety and rights of all are respected. This agreement is displayed prominently throughout the school and embraces the PBS Behaviour Pillars – Safety, Respect, Responsibility and Resilience. The agreement is provided to all families on enrolment.

Expectations

	Engagement	Attendance	Behaviour
Nedlands Leadership Team	<p>Uphold the right of every child to receive an education.</p> <p>Ensure the school complies with its duty of care obligations to each student as well as its obligations under the equal opportunity and human rights legislation.</p> <p>Ensure school staff is aware of and complies with current Child Protection policy, Working With Children Policy and Behaviour Policies.</p> <p>Collaborate with the Nedlands Primary School community to develop policies and procedures consistent with its values, aspirations and DoE guidelines.</p> <p>Identify the diversity of the school community and provide teaching and learning, educational and extra-curricular activities, facilities, student services and community linkages which are inclusive and responsive to student needs.</p>	<p>In compliance with DOE procedures staff at Nedlands will:</p> <ul style="list-style-type: none"> Promote regular attendance at school. Monitor and follow up on absences. 	<p>Lead and promote preventative approaches to behavioural issues by incorporating student wellbeing at the center of school business.</p> <p>Monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies.</p> <p>Provide appropriate professional learning opportunities for all staff to build their capacity to promote positive behaviours.</p>
Nedlands Educators	<p>Develop flexible pedagogical styles to cater for all learners.</p> <p>Deliver curriculum and assessment that challenges and extends students' learning – remedial and extension.</p> <p>Develop positive and appropriate relationships with students that promote engagement, wellbeing and learning.</p> <p>Provide opportunities for student voice to influence school culture positively in and outside the classroom.</p> <p>Protect students from abuse by complying with the Child Safe Standards.</p> <p>Maintain confidentiality at all times.</p>	<p>In compliance with DOE procedures staff at Nedlands will:</p> <ul style="list-style-type: none"> Promote regular attendance at school. Monitor and follow up on absences. 	<p>Use the Student Engagement Policy as a basis for negotiating a class-based set of shared expectations with students.</p> <p>Teach students social competencies through curriculum content and pedagogical approach.</p> <p>Employ behaviour management strategies that reflect the behaviours expected from students and which focus on supporting positive behaviours.</p> <p>Build a collegiate relationship with other school staff to share strategies and support self-reflection.</p> <p>Involve appropriate specialist expertise where necessary.</p>

<p>Nedlands Families</p>	<p>Model positive behaviours and expectations towards education.</p> <p>Actively participate in supporting their child’s learning by building positive relationships with the school.</p> <p>Promote positive educational outcomes for their children by taking an active interest in their child’s educational progress and behavioural patterns.</p> <p>Regularly participate in constructive communication with school staff regarding their child’s learning and wellbeing Attend parent teacher meetings, student activities, school celebrations, school meetings.</p> <p>Uphold The PBS Behaviour Matrix and the Expected Responsibilities listed and support the school in ensuring student compliance.</p>	<p>Parents and Carers should ensure that their children attend school regularly and that when their child is absent or late to/from school they supply an explanation.</p> <p>Parents and Carers are expected to ensure that enrolment details for their children are always kept up to date.</p> <p>Parents and Carers will ensure the correct student uniform is worn by students.</p>	<p>Parents and Carers should understand the school’s behavioural expectations and work with us to promote a consistent approach that supports their child’s learning, engagement, and endeavour both in and out of school.</p>
<p>Nedlands Students</p>	<p>As a member of Nedlands Primary School, students hold a representative position of trust and are accountable for their actions. All Nedlands students are expected to:</p> <ul style="list-style-type: none"> • Respect, value and learn from the differences of others • Believe they can learn 	<p>Students should be punctual to school and class, arrive on time and be ready to learn.</p> <p>All students are expected to come to school every day that the school is open to students.</p> <p>If students cannot attend an explanation must be provided from their parent/carer to their teacher.</p>	<p>Contribute to a positive school environment that is safe, inclusive and happy.</p> <p>Respect the teacher’s right to teach and that disrupting the learning of others is unacceptable.</p> <p>Have high expectations that they can learn Adhere to the expectations of positive behaviour as set out in the PBS Behaviour Matrix.</p> <p>Understand that any form of bullying (cyber-bullying, verbal, physical or emotional), violence, and inappropriate language or property damage is unacceptable.</p> <p>politely but firmly ask the complainant to stop their offending behaviour by saying “Stop it I don’t like it!” if a student feels that they are being intimidated.</p>



Captain Altius!

- We are Respectful
- We are Safe
- We are Resilient
- We are Responsible
- We are Nedlands

“Our Positive Behaviour Support purpose is to support staff, students, and families to demonstrate the values and expectations of our school community. The four pillars expectations are that at Nedlands PS we are: Respectful, Safe, Resilient and Responsible.” PBS Mission Statement 2023

Positive Behaviour Support (PBS) is our school-wide approach aimed at improving the academic and behavioural outcomes of all students. PBS works to establish a climate in which appropriate behaviour is the norm. This occurs with proactive strategies and the explicit teaching of behavioural expectations. Our goal is to create a safe, positive learning environment where students are engaged and successful. Emphasis is on making positive (green) choices and accepting responsibility for both learning and behaviour, rather than being structured around a set of rules.

At Nedlands Primary School, our expectations are:

- Respectful
- Safe
- Resilient
- Responsible

Staff have worked together to develop a PBS Matrix (Appendix 1) This explains what each of the behaviour expectations mean in different areas of the school grounds. The positive language used in the matrix is embedded into our school culture through teaching and learning programs, morning messages, assemblies and visuals displayed throughout the school. A number of verbal, non-verbal and tangibles are used to reinforce students who display the desired behaviour.

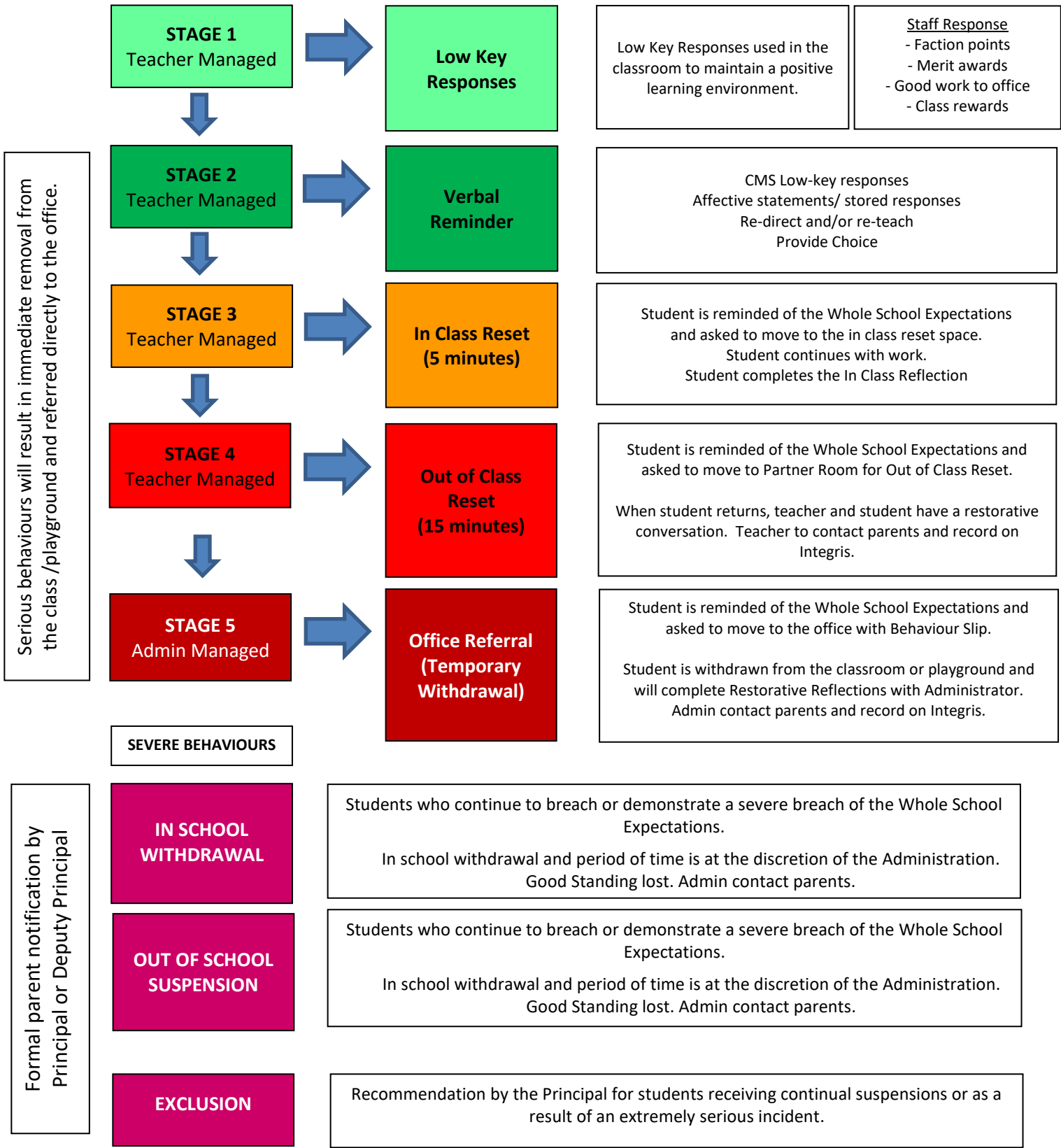
Each fortnight, our students are explicitly taught these values through classroom-based activities, and they are continuously encouraged to actively demonstrate behaviours derived from these values in the classroom, during break-times and in their respective communities.



Positive Classrooms

All teachers will create a positive, safe, learning environment focused on the use of regular praise, low key responses, feedback and reward systems.

Teachers will guide students to deal with conflict and rebuild relationships using restorative practice conversations to teach them how to become resilient problem solvers.



OUTDOOR BEHAVIOUR CONSEQUENCE PROCESS

The following consequence process applies during break times time **over the period of a school day**. Where 2 or more students are involved and the behaviours affect each other, a Restorative Conversation (see table below) by the Duty Teacher must be completed and classroom teacher informed.

When things go wrong	When someone has been affected
<ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought about since? • Who has been affected by what you have done? In what way? • What do you think you need to do to make things right? 	<ul style="list-style-type: none"> • What did you think when you realized what had happened? • What impact has this incident had on you and others? • What has been the hardest thing for you? • What do you think needs to happen to make things right?

Outdoor Behaviour Management Plan	Action	Consequences	Who
1. Low key strategy	General verbal reminder of expectations		Duty teacher
2. First transgression of outdoor expectations not met	Specific verbal reminder of expectations. Student reminded that following consequence is a walking time out.	Counselling and proximity used	Duty Teacher
3. Second transgression of outdoor expectations not met	Student directed to complete a duty walk with the duty teacher for a period of 5 minutes, during which a Restorative Conversation will take place.	Duty teacher informs class teacher of playground time out.	Duty Teacher
4. Third transgression of outdoor expectations not met	Student guided (with peer) to the Associate Principal or Principal.	Admin to: <ol style="list-style-type: none"> 1. Interview student 2. Investigate transgression 3. Complete Reflection Sheet 4. Notify parents/carers to sign and return sheet the following day. 5. Record on SIS 	Administrator

ONGOING BEHAVIOUR ISSUES

Where students exhibit ongoing challenging behaviour patterns – a range of strategies as part of a staged response will be used and these may include:

- *Early Years* (K– 2) will be started on a behaviour management/incentive chart that recognises improved effort and behaviour with stamps/stickers implemented through an Individual Behaviour Plan
- *Senior Students* will be counselled about the risk of loss of Good Standing (see Serious Behaviours) with loss of privileges/responsibilities. An Individual Behaviour Plan may be developed
- If the unsatisfactory behaviour continues (**3 Reflection Sheets within a one-week period**):
 1. A formal meeting, involving the Principal or Associate Principal, teacher, student and parents/carers, will highlight individualised goals for improvement to be documented discretely by their teacher with a review meeting scheduled
 2. If the inappropriate behaviour persists after one week, a further parent/carer meeting, involving the Principal or Associate Principal will be held and an Individual Behaviour Management Plan developed, **highlighting individualised consequences and a loss of good standing**. The consequences to a student for losing their Good Standing may result in a student receiving a sanction such as removal of leadership position, an activity exclusion (i.e. program, excursion, trip, camp, tour), in school suspension, external suspension and/or expulsion

SERIOUS BEHAVIOURS

Nedlands Primary School values safety, equity and justice for all and recognises the impact of poor student behaviour on other students' safety and learning. At anytime serious breaches of behaviour may result in immediate removal from the classroom.

Serious behaviours include:

- Violation of School or class Agreements
- Verbal abuse or harassment of students
- Verbal abuse or harassment of staff
- Physical assault or intimidation of students
- Physical assault or intimidation of staff
- Willful violence against property
- Weapons offences
- Substance misuse

Immediate Process to be followed:

1. Immediate referral to the Associate Principal or Principal
2. When the situation allows, the student completes a Reflection sheet for documentation and reflective purposes
3. Parents/carers contacted as per the Reflection Sheet
4. A formal meeting is organised with student, teacher (if in context), Associate Principal or Principal and parents/carers and **highlighting individualised consequences and a loss of Good Standing**. The consequences to a student for losing their Good Standing will be determined at the discretion of the Principal, and/or Associate Principal. The consequences to a student for losing their Good Standing may result in a student receiving a sanction such as removal of leadership position, an activity exclusion (i.e. program, excursion, trip, camp, tour), in school suspension, external suspension and/or expulsion
5. The incident will be entered into the DoE's Student Information System (SIS) as a permanent record
6. Internal suspensions will be logged into the Student Information System
7. External suspensions will be logged into the Student Information System and the Online Incident Notification System

Recurrent serious behaviours are managed as under 'Ongoing Behaviour Issues' above.

SCHOOL ACTIONS & CONSEQUENCES

Student engagement, regular attendance and positive behaviours are best encouraged through the positive implementation of relationship based whole-school and classroom strategies such as:

- Establishing predictable, fair and democratic classrooms and school environments where a whole school approach promotes consistency in expectations, rewards and consequences
- Ensuring student participation in the development of classroom and whole-school expectations
- Providing personalized learning programs
- Empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- Providing physical environments conducive to positive behaviours and effective engagement in learning.
- Implementing school-wide positive behaviour support strategies

As part of classroom student engagement, each teacher will develop and display the agreed process that will be followed in the event of unacceptable student behaviour that might occur in that teaching and learning environment. Consequences appropriately match the misdemeanour and are applied in a way which reflects the type of unacceptable behaviour and/or the number of offences.

Each class teacher at Nedlands Primary School develops their own list of class consequences, in consultation with the students. Students are made aware that they CHOOSE their own consequences as a result of their own unacceptable behaviour. Teachers will share their Class Student Engagement Process with parents at the Parent Meeting that is held within the first two weeks of the school year.

We acknowledge students who meet the expectations outlined in this policy, both in class and in the playground, through a whole school approach of recognition and encouragement that may include:

- Merit stickers/comments/stamps
- PBS Certificates
- Honour Certificates
- Celebration assemblies with focus on Academic, Sporting or Citizenship excellence
- Special mention in school Newsletters
- Student reports
- Leadership opportunities
- Intrinsic reinforcement of learning and success
- Displays of work around the school

When students do not meet these expectations, a staged response is implemented consistent with the logical consequences outlined in Table 3. (see appendices), and using the Restorative approach as outlined in the 'Prevention' section of this policy document.

SCHOOL SUSPENSION

The placing of students on internal and external suspension will be authorised by the Principal or Associate Principal, where the Principal is unable to implement the suspension.

Parents/carers will be contacted and notified regarding an intention to suspend before a decision of suspension is made. Parents/carers will be provided with the opportunity to discuss the decision to suspend, the length of the suspension and re-entry procedures.

External suspension will be entered into the Student Information System (SIS) and the Online Incident Notification System. The student will be provided with learning activities to complete where the period is for 3 or more consecutive days or totals more than 5 days in the school year.

The Principal will notify parents or guardians of the need for a re-entry meeting with the student and themselves to ensure that their behaviour is appropriate upon their return to school.

PHYSICAL GUIDANCE OF A STUDENT

Where students are identified as at risk of behaviours that might put themselves or others at risk, the Student Support Team meets with parents or caregivers to discuss, explain and agree strategies for the child's wellbeing in a formal, signed plan. Strategies might include those recommended by the Positive Partnerships Program.

The Team Teach approach, as recommended by DoE, is used by specially trained staff in the event of a child needing physical guidance in order to keep themselves and others safe. This is based upon careful planning of the child's schedule to maximise their engagement and compliance and with continued close communication with parents/carers.

GOOD STANDING POLICY

Rationale

In 2019, the Minister for Education directed all public schools to take action with students who fight, photograph or video any violent actions and/or share them with any media or social media platforms. All public schools were also required to suspend/exclude students who fight or make physical contact with the intent of causing harm to other students, staff or disrupt the good order that is expected in public schools.

Further to this, the development of a Good Standing Policy was added as a mandatory requirement for all public schools in response to the increasing incidents of violence in schools. This policy statement for Nedlands PS adheres to the Department of Education directives and is to be read in conjunction with the existing NPS Behaviour Policy.

Policy

At Nedlands Primary School we aim to start all behaviour management processes within an inclusive, positive, safe and caring environment, supported and informed by *Restorative Practice*. Our daily approach is based on the view that our student population are generally positive, well behaved students who deal with each other and the adults who support them in appropriate, respectful ways.

'*Good Standing*' reflects the importance of students getting clear feedback and being supported by adults as they learn to take responsibility for behaviour which may ultimately have an effect on the safety and/or learning of the student or others. *Good Standing* is considered to be a shared concern and best addressed through an active partnership between the student, their family and the school.

All students at Nedlands PS commence with Good Standing on enrolment and at the start of each new school year.

Shared responsibility

In partnership with students, their parents/carers and the local community, we acknowledge our shared expectations and responsibility for modelling and developing positive behaviour for our students. The school's student *Behaviour Management Policy* and good standing requirements are communicated to families on enrolment, at annual parent meetings and within our Handbook, website and Connect Library.

Good standing

All students commence with and retain good standing while exhibiting behaviours that align with the school's values and beliefs as articulated in the school's behaviour plan. Students with Good Standing will be eligible for the following whole school rewards:

- *Nedlands PS merit certificates*
- *Classroom-based rewards*
- *Participation in interschool events or school-based faction/sports events*
- *House rewards at end of term*
- *Year 6 only - being a student councillor, having a leadership position or graduation events*
- *Representing NPS in any events, performances or activities*
- *Social based activities: dance evening, camp, school-based social incursions/excursions.*

Loss of Good Standing

Loss of good standing occurs after a suspension or series of behaviours that are not aligned with the school student Behaviour Plan. These behaviours include, but are not limited to:

Physical violence

- *Starting a fight*
- *Making physical contact with the intention to harm another student or staff member*
- *Videoing a fight in the grounds of the school or off-site where there is reasonable nexus between the incident and the school, with the intention of publishing on social media.*
- *Threatening or intimidating behaviour towards other students or staff*
- *Verbal abuse directed towards other students or staff*

Inconsistent or significantly interrupted attendance patterns

E-breaches (technology misuse)

- *Inappropriate searches (explicit nature)*
- *Logging into social media accounts;*
- *Making inappropriate E- texts (explicit nature);*
- *Sharing inappropriate searches, material, E-texts with other students;*
- *Cyberbullying at school (as stated in Code of Conduct);*

A decision to remove a student's *Good Standing* should involve a discussion with the student and/or their parent/carer to highlight the issues that led to the loss of good standing.

Re-instate Good Standing

- The school will implement a restorative and educative 'Return to school' process to re-establish positive behaviour and/or attendance patterns.
- Develop a re-entry and/or individual behaviour plan focusing on the identified areas for improvement citing strategies, milestones and desired outcomes.
- Re-instate a student's good standing after such period as decided by the principal on a case by case basis.

The Nedlands PS *Good Standing Policy* is provided to maintain consistency and transparency 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 or there is a significant period of positive behaviour since the previous negative behaviour then, these factors will be considered. Any decision to withdraw or maintain Good Standing will be at the discretion of the Principal.

Restorative Practices as an approach to support Positive Behaviour

- Seeks to foster healthy behaviours and stronger relationships. This is best achieved when teachers, students and parents learn to engage with one another in restorative ways.
- Acknowledges that there is a tendency to focus on the challenging issues at the expense of celebrating all the good things that are happening in the school community.
- Recognises that a disproportionate amount of time is spent with a small percentage of students.
- Acknowledges that the great majority of existing practice is effective and generally works.
- Asserts that not enough time is devoted to critique and discussion on what works, and why.
- Believes that relationships are the central focus in school communities.

Restorative Questions (When things go wrong)

1. *What happened?*
2. *What were you thinking at the time?*
3. *What have you thought about since?*
4. *Who has been affected by what you have done? In what way?*
5. *What do you think you need to do to make it right?*

Restorative Questions (When someone has been hurt)

1. *What did you think when you realised what had happened?*
2. *What impact has this incident had on you and others?*
3. *What has been the hardest thing for you?*
4. *What do you need to do to make things right?*

The following questions assist all in the community to communicate clear values and practices and to focus on what is important and are a starting point for Restorative discussions.

1. *'Is what you are doing safe?'*
2. *'Are you respecting people and property?'*
3. *'Is what you are doing helping or stopping others from learning?'*

The Nedlands Primary School Student Engagement Policy supports and is supported by Department of Education Regulations and Policies including but not limited to:

- *School Education Regulations 2000*
- *DOE Code of Conduct policy and guidelines*
- *Student Behaviour policy and procedures*
- *Positive Behaviour website*
- *Duty of Care for Students policy*
- *Physical Contact with Students Guidelines*
- *Child Protection policy*
- *Duty of Care for Students policy*
- *Excursions policy and procedures*
- *Students Online policy and guidelines*
- *Working with Children Checks policy*



At Nedlands Primary School we are: Safe Resilient Respectful Responsible

This might look different at different times, but our language is the same. We are safe with each other and our school. We are respectful to one another, our things, and our environment. We are resilient when we are faced with issues. We are responsible at all times. We are Neddie!




	Safe	Respectful	Resilient	Responsible
At All Times	Keep your hands and feet to yourself Walk on hard surfaces	Follow teacher instructions Speak appropriately using manners	Accept constructive feedback Look for sensible outcomes	Wear uniform correctly and with pride Have a go
	Line up when waiting to enter a classroom	Return equipment to where it belongs Appropriately enter rooms	Ask for help when you need it Pause, plan and proceed	Attend school regularly Be a good role model
		Take care of equipment		Put rubbish into the correct bin
Outside	Zip up your bag, keep the bags tidy	Put up your hand to be dismissed from eating time	Accept differences of opinions	Invite others to play
Oval	Wear a hat for sun protection	Take turns	Respect the rules when you get out play fairly	Look after sport equipment
Walkways and Hard Surfaces	Ask a teacher to leave school grounds	Follow the rules of the game		
Playgrounds	Play in correct areas	Be a good sport		
Eating Areas	Eat your own food	Take care of our environment, plants and equipment		
Inside	Keep desk tidy	Be prepared for all lessons	Ignore distractions	Reduce, recycle, re-use
Classroom	Walk inside the classroom	Ask for permission to leave the classroom		Set aspirational goals for learning
ALTUS Centre	Use a book bag to protect books	Raise your hand appropriately		Follow the rules when using tech
Library		Help your classmates when they are in need		Be organised and prepared
Office		Put devices on charge when not in use		
		Take care of classroom items		
Toilets	Practice good hygiene, wash your hands	Keep toilets clean and tidy		Use the toilets during break times
		Close the door when in use		
		Flush the toilet after use		
Before and After School	Arrive no earlier than 8:30am	Be at the Kiss and Drive ASAP after school		
	Sit in the ALTUS Courtyard if arriving early			
	Walk bikes and scooters through the school			

Reflection Sheet


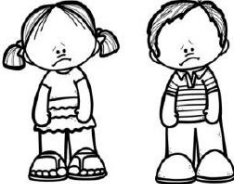






Name: _____

Date: _____




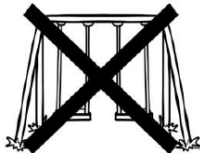
What choice did you make?

 <p>Did not follow directions.</p>	 <p>Hurt someone's body</p>	 <p>Touched things that don't belong to me</p>	 <p>Hurt someone's feelings</p>
 <p>Played instead of doing my work</p>	 <p>Left my space without permission</p>	 <p>Being unsafe</p>	 <p>Talking instead of listening</p>





What was happening BEFORE you made the choice?

 <p>I was feeling angry.</p>	 <p>I was feeling sad.</p>	 <p>I was feeling worried.</p>	 <p>I wanted someone to give me attention.</p>
 <p>I wanted to get away from someone or something.</p>	 <p>I wanted to have fun.</p>	 <p>I wanted to have something.</p>	 <p>I didn't want to do my work or I didn't know how to do it.</p>


This is how my choice hurt me:

 <p>I didn't get to learn as much.</p>	 <p>I feel more upset now.</p>	 <p>My classmates got upset with me.</p>	 <p>I lost a privilege.</p>
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This is how my choice hurt someone else:

 <p>It hurt their feelings.</p>	 <p>It hurt their body.</p>	 <p>They didn't get to learn as much.</p>	 <p>They felt disrespected.</p>
--	--	--	--





I can make it better. This is what I can do:

 <p>Apologise.</p>	 <p>Do my work.</p>	 <p>Clean up the mess.</p>	 <p>Ask what I can do to make it better.</p>
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I can make better choices. Next time I will:

 <p>Ask an adult for help.</p>	 <p>Take some deep breaths.</p>	 <p>Keep my hands and feet to myself.</p>	 <p>Try my best to do my work.</p>
 <p>Follow directions.</p>	 <p>Use kind words.</p>	 <p>Stay where I am supposed to.</p>	 <p>Listen</p>

This is why I want to make better choices:

 <p>People will want to be around me.</p>	 <p>I will be proud of myself.</p>	 <p>I will learn more.</p>	 <p>Everyone will be safer.</p>
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Signed by Teacher: _____ Signed by Parent: _____

Reflection Sheet

Name: _____

Date: _____

What happened? Which choice did you make?

MY CHOICE

- I used mean words
- I hit, kicked, pushed, pinched, tripped, or scratched someone
- I took something that didn't belong to me
- I damaged someone else's property
- I refused to follow an adult's directions
- I used school equipment inappropriately
- I left my area without permission
- Other: _____

How were you feeling BEFORE you made the choice?

REASONS FOR MY CHOICE

- | | |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Sad <input type="checkbox"/> Angry <input type="checkbox"/> Jealous <input type="checkbox"/> Disappointed <input type="checkbox"/> Lonely/Left Out | <ul style="list-style-type: none"> <input type="checkbox"/> Worried/Nervous <input type="checkbox"/> Embarrassed <input type="checkbox"/> Ashamed/Guilty <input type="checkbox"/> Other: _____ |
|---|--|

What did you hope to achieve with your choice?

- | | |
|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> To get revenge <input type="checkbox"/> To feel happier <input type="checkbox"/> To not do my work <input type="checkbox"/> To get away from someone <input type="checkbox"/> To have something <input type="checkbox"/> To have fun <input type="checkbox"/> For someone to like me or include me | <ul style="list-style-type: none"> <input type="checkbox"/> To have control or power over something/someone <input type="checkbox"/> To have someone pay attention to me <input type="checkbox"/> Other: _____ _____ _____ |
|---|---|

How do you feel now you have made the choice?

- Sad
- Angry
- Jealous
- Disappointed
- Lonely/Left Out
- Worried/Nervous
- Embarrassed
- Ashamed/Guilty
- Other: _____

How did your choice hurt you?

- I didn't learn as much
- I feel worse now
- People might not trust me as much now
- People might think I'm not kind
- Loss of a privilege
- Other: _____

How did your choice hurt someone else?

- It hurt their feelings
- It hurt their body
- It damaged something that belongs to them
- They didn't get to learn as much
- They felt disrespected
- Other: _____

What can you do to help make it better?

- Apologise
- Clean up the mess
- Complete my work
- Ask what I can do to help make it better
- Other: _____

What will you do differently next time?

- Ask an adult for help
- Take some deep breaths or do something else to calm myself down
- Focus on completing my work
- Think before I speak
- Other: _____

What will happen if you make a better choice next time?

- I will be proud of myself.
- I will learn more
- People will want to be around me
- Other: _____

Signed by Teacher: _____ Signed by Parent: _____

Reflection Sheet

Name: _____

Date: _____

REASONS FOR MY CHOICE

How were you feeling BEFORE you made your choice?

WHAT HAPPENED? WHICH CHOICE DID YOU MAKE?

CONSEQUENCES OF MY CHOICE

How are you feeling now you have made that choice?

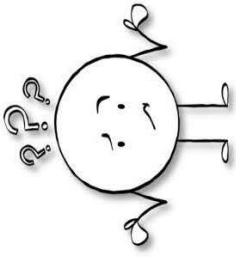
What were you thinking about at the time?

How did your actions affect *others*?

How did your actions affect *you*?

What did you hope to achieve with your choice?

What are 2 ideas for ways you can resolve or repair this?



For example: clean up the mess you made, write a note of apology, return stolen items, etc.

1. To make this problem better, I could...

2. Or I could...

What could you do differently next time?

Next time, I can...

Why would a different choice have a better outcome?

I will make a better choice so that...

Signed by Teacher: _____ Signed by Parent: _____

Emergency and consultation contacts for parent/carer/student support		Contact
13YARN - (crisis support line for mob who are feeling overwhelmed or having difficulty coping) (24 hrs 7 days)		13 92 76
CAMHS Crisis Connect (children and young people 24/7)		1800 048 636
Department of Communities Crisis Care Service (24/7)		1800 199 008
e-headspace : (12-25 years 9:00am to 1:00am AEDST, 7 days)		1800 650 890
Health Direct (24/7)		1800 022 222
Kids Helpline (5–25 year olds, 24/7)		1800 551 800
Lifeline (All ages 24/7)		13 11 14
Mental Health Emergency Response Line (MHERL Metropolitan)		1300 555 788
Mental Health Emergency Response Line (MHERL Peel)		1800 676 822
Poisons Information Centre (24/7)		131 126
Rural Link (All ages regional, rural and remote areas)		1800 552 002
Suicide Callback Service (All ages affected by suicide 24/7)		1300 659 467
QLife (3pm to midnight)		1800 184 527
Additional Resources		
Beyond Blue	Black Dog Institute	Everymind
headspace	ReachOut	Sane
Family Helpline (24/7)		1800 643 000
Perth Aboriginal services – mental health services (healthywa.wa.gov.au)		
Ngala Parenting Line		
Thirrili Indigenous Suicide Postvention Support		