



Behaviour Management Plan

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1. Introduction

1.1 Department of Education Western Australia Statement

Creating, safe, orderly, inclusive, supportive and culturally responsive environment that enable students to fulfil their learning potential is a responsibility shared by all members of the public schooling system and each school community.

Positive student behaviour is essential to promote engagement in learning and to maximise the impact of classroom teaching.

1.2. Rationale

At Walpole Primary, a positive school culture is created and maintained through consistent whole school approaches that engage students in a culturally responsive, safe, inclusive and supportive learning environment. There is a strong focus on supporting the individual child to be responsible for their own attitude and behaviour.

As a community we have high expectations of one another based on the Walpole Values and that everyone will accept their responsibilities for maintaining the positive school culture. When everyone in our community models and reinforces appropriate, respectful behaviours at all times, this has a powerful and positive impact on students.

At Walpole Primary we adopt a restorative approach to managing student behaviour. A restorative approach includes proactive and preventive strategies as well as more targeted and individual interventions to support positive behaviour and strengthen student's personal and social capabilities.

This approach is essential to promoting engagement in learning and to maximise the impact of classroom teaching, enabling students to fulfil their learning potential. This is a responsibility shared by all members of the school community.

Restorative practices focus on working with students, rather than doing things to them or for them, maintaining positive relationships and applying fair process in decision making. This includes consideration for students with multiple and complex needs.

At Walpole Primary we use a multi-tiered system to support behaviour.

Tier 1 interventions promote positive behaviours and maintain safe, respectful learning environments with preventative whole-school systems and practices.

At **Tier 2**, interventions support students who are displaying low-level behaviours or emerging behaviours of concern that need to be addressed. Intensive interventions, at **Tier 3**, are focused on individual support.

1.3. Supporting Policies




- [DoE Student Behaviour in Public Schools Policy](#)
- [DoE Student Behaviour in Public Schools Procedures](#)
- [DoE Students Online in Public Schools Policy](#)
- [DoE Students Online in Public Schools Procedures](#)
- [DoE Student Mobile Phones in Public Schools Policy](#)

2. Engagement

2.1. Rights and Responsibilities

We all share responsibility for providing a safe, supportive and productive environment, free from discrimination, harassment, bullying and violence.

Parents/carers and other visitors to Walpole Primary support safety by ensuring communication and conduct at school and school activities is respectful. Every student, staff member or parent/carer has the right to feel safe and be safe at our school.

Respectful engagement	It is expected that parents and carers and/or visitors to our schools will:	Parents and carers and/or visitors to our schools demonstrate this by:
Culture 	<ul style="list-style-type: none"> recognise every student is important to us contribute to a respectful school culture promote and model good behaviour work together with staff to resolve issues or concerns respect the right of staff to disconnect from work outside of school hours share responsibility in creating safe and secure learning environments 	<ul style="list-style-type: none"> respecting the diversity of our schools and the right to an education for every child always communicating respectfully about our schools and our staff not engaging in malicious or judgmental gossip in person, in writing, or on social media; about our students, staff and school community members raising concerns early with a staff member, the principal or the Department of Education directly understanding sometimes compromises are necessary, to find an acceptable solution to concerns raised understanding that obstacles, barriers and disappointments are part of the growth journey supporting children and young people to work through difficulties and build resilience
Communication 	<ul style="list-style-type: none"> be mutually respectful act as positive role models actively help to solve concerns use the school's communication channels and processes to address concerns 	<ul style="list-style-type: none"> appreciating that school staff may not be available to respond immediately knowing that staff will respond to appropriate communication when they are able requesting a meeting to discuss any concerns about your child's education – allowing staff time to prepare and appreciating their time may be limited not using offensive, insulting and derogatory language; and inappropriate conduct being kind when interacting with others
Collaboration 	<ul style="list-style-type: none"> work with the school to provide a safe and productive learning environment ensure your child attends school ready to learn know and support the school's Student Good Standing Policy schedule meetings at an agreed time, for an agreed purpose 	<ul style="list-style-type: none"> maintaining professional relationships that are open, honest and respectful taking responsibility for your child arriving and leaving school safely on time every day supporting your child to understand and follow the Student Good Standing requirements scheduling an appointment to meet with the teacher or principal

Sourced from: Connect and respect - Department of Education

2.2. Expectations [1]

At Walpole Primary we are committed to providing quality education to all students in a safe, inclusive and caring learning environment. We value working together with parents and families as critical partners in student learning outcomes. All students need access to a quality education within safe and secure learning environments. Shared and respectful expectations and values will enable us to work together in the best interests of our children.

What parents/carers can expect from Walpole Primary:

Communication between you and the school is an important part of your child's education. School communities thrive on open communication wherein staff, students and parents/carers have opportunities to share good news, discuss issues and maintain an open dialogue. Walpole Primary is made up of hard-working and dedicated professionals who will listen, care and respond to your concerns and work with you to resolve complaints. We have found over time even the most challenging of circumstances can be worked through. You can expect some of the following from staff:

- regular communication through school approved channels
- reports on your child's progress and achievement
- celebration of your child's achievements
- notification of any serious single issue or ongoing issues concerning your child
- scheduled opportunities to meet with the classroom teacher
- other opportunities to meet with the teacher, by appointment
- updates about important developments in your child's class
- notifications or invitations to school events
- opportunities to provide respectful and productive feedback

What parents/carers should not expect from Walpole Primary:

Our staff have families and personal lives too, and like all professionals, work at their best when they have a quality work-life balance. Parents/carers should not expect:

- school staff to return calls after work hours
- emails to be answered in the evenings or weekends
- access to staff's private phone numbers or emails
- staff to meet with parents/carers, without an appointment, during a school day
- to be allowed on a school site if you have harassed or been aggressive towards school staff.

You should contact the school if:

- you have concerns about your child's academic or social progress
- medical issues arise or a diagnosis changes
- there are changes in family circumstances
- there are safety issues or changes in behaviour at home
- social issues arise that could impact the safety and welfare of students at the school
- you want to make or reschedule an appointment.

Communication that interferes with teaching and learning

- Speaking to staff disrespectfully or aggressively, including via electronic communication
- Expecting to meet with staff during the school day without an appointment
- Visiting the classroom before or after school, without a prior appointment
- Using social media platforms inappropriately and disrespectfully
- Malicious or judgmental gossip

By everyone playing a part in providing safe, positive learning environments and opportunities for our students, we enable them to be the best they can be.

2.3. Walpole Values

The values at Walpole Primary provide a context for everything that occurs in the school as well as outlining the expectations for all interactions. The Walpole Values guide the development of positive attitudes about self and others and provide the context in which all learning and behaviour develops. We believe in the lifelong impact that positive values can have on determining the future for our students. Student behaviour is expected to reflect the school values both inside and outside of the classroom.

- **Be Respectful** – valuing ourselves, others and property. Recognising and accepting differences in others. Taking responsibility for your behaviour and actions.
- **Be Resilient** – being determined to achieve goals, meet challenges and bounce back.
- **Be a Responsible Learner** – giving your best to everything you set out to do. Making smart choices and doing the right thing.

2.4. Promoting Positive Behaviour

All awards are given on a merit basis. Our reinforcement system is a tiered approach..

2.4.1. Classroom recognition (All students)

Our teachers use a range of reward and recognition strategies in their classrooms. These are appropriately implemented at all different levels and for a variety of reasons that may differ from class to class.

During the week, classroom teachers will provide feedback in relation to students' behaviour that aligns with the Walpole Values. This feedback will be provided on ClassDojo or via email, additional comments may or may not be provided.

2.4.2. Values Certificates (Some students)

Values Certificates are awarded in class or at assemblies to recognise students who consistently demonstrate a particular Walpole Value.

2.4.3. Certificates of Excellence (Some students)

Certificates of Excellence are awarded to students who achieve outstanding levels of citizenship, attitude, application to work and/or academic performance in relation to their individual potential. These are presented at assemblies throughout the school year.

2.4.4. End of year awards (Limited students)

Awards are presented at our end of year events; these awards include those for achievement in learning and active citizenship.

3. Behaviours of concern

3.1. Behaviours of concern

Behaviours of concern are any behaviours which are considered challenging, complex or unsafe towards other students and/or themselves and/or their environment that require more persistent or intensive responses. This can include behaviour that is a manifestation of a disability.

3.1.1. Behaviour as a manifestation of a disability

Under the [Disability Discrimination Act 1992](#) it is recognised that a person with a disability may display disruptive behaviours characteristic of a person's disability and the person should not be punished for behaviours that are a result of the person's disability.

3.2. Physical

Physical behaviours in the school environment can be disruptive to learning and, in some circumstances, unsafe for students and or staff. Examples of physical behaviours can include, being out-of-seat, running around, pushing/shoving, kicking, biting, punching, throwing objects, vandalism, physical threats, inappropriate touching, or physical intimidation.

3.3. Verbal

Verbal behaviours in the school environment that have a negative impact can include: calling out in class, talking when others are speaking, interrupting, inappropriate comments, excessive noise making, mocking or teasing, swearing, screaming, back-chatting, arguing or making verbal threats.

3.4. 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 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 records).

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

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. [2] Bullying can include:

- **Verbal bullying:** The repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, namecalling, insulting someone about the way they look or behave, spreading rumours, and homophobic, racist or sexist comments.
- **Social/relational bullying:** Involves repeatedly ostracising others by ignoring someone or keeping them out of conversations, convincing others to dislike or exclude an individual or group, spreading rumours, and sharing information or images that will have a harmful effect on the other person.

[2] Bullying. No Way! website www.bullyingnoway.gov.au

- **Physical bullying:** Includes violent actions towards another person that involves hitting, pinching, biting, pushing, pulling, shoving, damaging or stealing someone's belongings, and unwanted touching.
- **Cyberbullying:** Involves the use of technology to bully a person or group with the intent to hurt them socially, psychologically or even physically. Cyberbullying includes abusive texts and emails, hurtful messages, images or videos, imitating, excluding or humiliating others online, nasty online gossip and chat.[3] Cyberbullying that takes place on platforms not associated with the Department of Education Western Australia is not the responsibility of the school. Should Cyberbullying be brought to our attention we will endeavour to inform parents/carers where appropriate.
- **Bystanders:** Bystanders are those who are aware of, or witnesses to, the bullying situation. A supportive bystander will use words and/or actions to support someone who is being bullied by intervening or getting teacher support. All members of a school community need to know how to support those who are being bullied and how to discourage bullying behaviours.

3.5. Online

3.5.1. E-breaches

The Department of Education Western Australia provides online services to students in public schools only for learning-related activities and makes every reasonable effort to educate and protect students from exposure to inappropriate online material and activities. Walpole Primary provides devices to students to access these online services during the school day. At enrolment every student has a signed parental permission to have an Online Services Account and an Acceptable Use Agreement to access Department provided services and Walpole Primary devices.

It is expected that all students adhere to the Acceptable Use Agreement when using school devices and accessing online services. Students who breach this agreement will lose device and/or online services privileges for a period of time as determined by Administration. E-breaches may also result in additional consequences such as restorative reflection, withdrawal or suspension, dependent on the severity of the breach.

3.5.2. Mobile Phones

Students from Kindergarten to Year 6 are not permitted to have mobile phones in their possession during the school day. Students may be granted an exemption if they need to use a mobile phone to monitor a health condition as part of a school approved documented health care plan. Classroom teachers will determine an appropriate storage approach for mobile phones for students during the day. Mobile phones should not be kept in student bags. Students are not permitted to use mobile phones whilst on school grounds, which includes before or after school.

3.5.3. Smart Watches

Students who choose to wear a smart watch at school must put them on 'aeroplane mode' so phone calls, messages and/or notifications cannot be sent or received during the school day. Students are not permitted to use smart watches for any purpose other than telling the time whilst on school grounds, this includes before or after school. Students who access applications on smart watches for other purposes will be required to remove the watch, which will be stored by the classroom teacher.

[3] [Office of the eSafety Commissioner](#)

3.6. Vaping

Walpole Primary maintains a smoke-free environment. Smoking (including of cigarettes/vapes) is not permitted:

- in any Department controlled premises (owned or leased), including the land area up to the boundaries;
- in all enclosed workplaces that has a ceiling or roof and is greater than 50% enclosed by walls, or other vertical structures or coverings;
- in all indoor areas and within 5 metres of any Department building entrance;
- within 10 metres of any air intake for ventilation equipment;
- within 10 metres of children's playground equipment; and
- in any vehicles owned or leased by the Department.

A building entrance is identified as any doorway or opening that provides access to a building. This does not include emergency exits.

Any student vaping on school grounds or offsite whilst in Walpole Primary uniform will be suspended for a period of time determined by the Principal.

4. Managing behaviours of concern

4.1. Classroom Management

At Walpole Primary, all staff use a restorative approach in classrooms to promote, create and sustain positive relationships. A positive classroom environment minimises the impact of conflict on social and emotional wellbeing and academic achievement. It has the potential to increase both emotional and cognitive engagement and to reduce harmful behaviour including incidents of bullying, violence, racism, discrimination and harassment.

Teachers and Education Assistants explicitly teach, model and promote social emotional competencies and skills which are supported with the whole school Zones of Regulation program. The physical environment, relationships and teaching and learning programs support the proactive and preventative management of student behaviours.

When a student displays behaviours of concern in a classroom environment and it is not a serious breach of behaviour staff will:

- Make the student aware of the behaviour and allow time for the student to correct the behaviour.
- Support the student to identify the impact of the behaviour on themselves and others if the behaviour continues and allow time for the student to correct the behaviour.
- Suggest options of more appropriate behaviour choices and identify a consequence should the behaviour continue.
- Refer to Administration for further intervention should the behaviour continue after a consequence is put in place and the behaviour continues.

Should a student display a serious breach of behaviour in the classroom environment staff should access support from Administration as soon as possible.

4.2. Playground Management

At Walpole Primary, it is the responsibility of assigned duty staff to manage student behaviour in the playground environment.

When a student displays behaviours of concern in the playground and it is not a serious breach of behaviour staff will:

- Make the student aware of the behaviour and its impact and allow time for the student to correct the behaviour.
- Offer support to assist the student to change the behaviour and identify a consequence should the behaviour continue.
- Refer the behaviour to Administration for further intervention should the behaviour continue after a consequence is put in place. Should a student display a serious breach of behaviour in the playground staff should access support from Administration as soon as possible.

5. Definitions

5.1. Good Standing

Every student commences the school year with good standing. When a student has good standing they are able to participate in all events and activities associated with school life (e.g. whole school events, incursions, excursions, sports carnivals). Students maintain their good standing by consistently displaying the Walpole Values.

A loss of good standing occurs when a student does not consistently display the Walpole Values or when there is a serious breach of behaviour. There will be an immediate loss of good standing for any behaviour that results in suspension.

Good standing will be reinstated for those students who lose it after a period of time, as determined by a member of Administration. This period of time will be determined on a case-by-case basis. In the case of a suspension, good standing will be lost for a period of 10 school days following the suspension period.

If a student loses their good standing and there is an upcoming event they are not able to participate in, alternative arrangements will be made to ensure the student is adequately supervised and there is no impact on educational outcomes.

If a student loses their good standing parents/carers will be informed regarding the reason and the date for reinstatement.

5.2. Restorative Reflection

Restorative reflection is a proactive and positive conversation to coach and guide students to reflect on their behaviour in a safe, supportive and caring environment.

A student will engage in a restorative reflection session when:

- they consistently display behaviours of concern in the classroom or playground and interventions have already taken place,
- a more serious behaviour of concern occurs but does not warrant a withdrawal or suspension.

A restorative reflection session will be scheduled with a member of Administration as soon as practical following the behaviour.

Parents/carers will be informed if their child is required to complete a restorative reflection session.

5.3. Withdrawal

Under regulation 41 of the [School Education Regulations 2000 \(WA\)](#) school administrators may:

- withdraw a student from any class or classes or instruction as the result of a breach of school discipline, under 41(1)(a)
- restrict or prohibit a student's participation in a school activity or activities, under 41(1)(c)
- not withdraw a student for more than 5 consecutive school days, under 41(2).

Withdrawal will be applied as close as possible to the time of the behaviour of concern and used to provide an opportunity for the student to:

- calm down, in circumstances where they have become unable to self-regulate
- reflect on and learn from the incident, including engaging in restorative processes
- continue a learning activity in a less stimulating environment

Withdrawal is not 'in-school suspension' and does not affect the student's attendance. Where required, recess, lunch and/or toilet breaks will be provided to the student, which may differ from the regular school timetable. Whenever a student is withdrawn parents/carers will be informed regarding the reason for withdrawal and the length of the withdrawal period.

5.4. Suspension

Under the [School Education Regulations 2000 \(WA\)](#) the Principal (or appointed school administrator) has the authority to suspend a student.

Suspension of a student from attending school is imposed for breaches of school discipline which have:

- adversely affected or threatened the safety of anyone on the school site, or taking part in an educational program
- caused, or are likely to result in, damage to property
- disrupted the educational instruction of other students.

Suspension is used as an opportunity for:

- the student, other students and staff to calm and recover
- everyone to reflect on, and learn from, the incident, including participating in restorative processes
- the parent to meet with school staff to discuss how to improve support for the student.

Whenever a student is suspended, parents/carers will be informed regarding the reason for suspension and the number of days the suspension will be in place for.

The school will provide learning activities for the student to complete if the suspension duration is either:

- for 3 or more consecutive days
- a total of more than 5 days in the school year.

If the suspension duration is less, reasonable steps to make sure the student keeps up with their educational program and maintains continuity of learning will be taken.

Multiple suspensions are likely to have a negative impact on a student's ability to engage with the curriculum and experiencing educational achievement. The Principal will exercise due consideration to the impact that imposing multiples suspensions may have.

The Principal will also consider alternative strategies to suspension if there is a belief that the student will be exposed to serious safety risks outside the school.

5.4.1. Automatic Suspension

The Principal will apply an automatic suspension and loss of good standing to any student who either:

- attacks or initiates a fight with another student
- records, publishes or uploads to social media a video of fighting or bullying involving students of a public school.