



Behaviour Support Policy 2024-2026

Rationale

The school is a place where teaching and learning is the main focus and the environment is safe for all who attend.

Our school motto is:

Empowering Young Minds, Inspiring Success

Respect, Personal Best, Caring

At Coinda PS we encourage our students to adopt and apply these Keys to Success and develop a caring and safe school environment where staff and students are motivated and engaged in a positive atmosphere. The 5 Keys to Success are: Resilience, Confidence, Organisation, Getting Along and Persistence. The 7 Coinda Learning Qualities are: Think, Practise, Question, Connect, Reflect, Risk Take and Self-Aware. At Coinda we believe that all behaviour is learnt and all behaviour has a function, to get or avoid something.

Outcomes

- Create a safe, positive environment within the school so that teachers and students can work together.
- Create a caring school environment where the rights and responsibilities of the individual are recognised and respected.
- Establish a set of rules that protects us all.
- Students are explicitly taught how to meet behavioural expectations, particularly through our Behaviour Matrix, Keys to Success and Learning Qualities.
- Celebrate those members of the school community whose good behaviour promotes a positive and caring school environment.
- Establish a clear set of consequences for the individuals who do not accept their responsibilities and break rules and encourage them to change their behaviour.
- Establish procedures so conflicts can be resolved using a restorative approach.

Process for Teachers

- Teachers will explicitly teach the Coinda Behaviour Matrix and display this within the classroom.
- Teachers, in collaboration with their students, will add class rules and responsibilities to the Behaviour Matrix with consequences in regards to following/not following them. This is to be displayed and enforced in the classroom (copy to be sent to admin and relief package).
- Discussions will be undertaken to ensure students understand the Behaviour Matrix, Code of Conduct, and consequences, along with their rights and responsibilities as a student, teacher and parent.
- Teachers will establish buddy class partner for students who display persistent challenging behaviours within the class context. This class is also used for rewards and positive class activities.
- Reflection Room is used for inappropriate playground behaviour and can be utilised by Specialist Teachers.
- For severe incidences of negative behaviour, fast track to admin or use red card.
- All teachers enter behaviours on SIS where appropriate (positive and negative).
- Students in reflection will be recorded on SIS by the Reflection Room teacher.
- It is recommended that each teacher enter notes on SIS at the end of each day.
- Severe behaviour incident notes and reports must be completed on the day of the concern and forwarded to relevant Deputy Principal (cohort coordinator).
- Duty files are located in duty bags. Information in this file will include behaviour management strategies for individuals.
- Teachers to refer concerns of bullying to the Deputy Principals.

Rewards	Consequences
Merit Certificates	Time out class (Buddy class)
Faction tickets	Reflection Room
Letter of Commendation	Letter of Concern
Stitch Award	Loss of Good Standing/Privileges
Golden Broom Award	Admin Intervention
Keys to Success Certificates	Parent Interview
Mini Assembly Certificates	Suspension
	IBP/Case Conferences

GUIDELINES AND PROCEDURES

Promoting Positive Behaviour and Managing Minor Negative Behaviours

Students are EXPECTED to follow the Success Matrix and school Code of Conduct. Students who follow the You Can Do It Keys, the Code of Conduct along with values/virtues will be recognised and rewarded. Keys to Success and Learning Qualities are explicitly taught throughout the year. It is expected that most student behaviour needs will be adequately met by this Behaviour Support Policy. Where student behaviour needs are not met, an Engagement and Support Plan will be implemented.

Teachers will strive to implement logical consequences for misbehaviour.

Teachers will strive to consider the function of the behaviour.

Teachers will strive to resolve conflicts using the Restorative Practice approach.

Teachers will complete the Student Services referral for additional individual support for students.

Teachers will develop an Engagement and Support Plan (ESP) for ongoing behaviour concerns.

Teachers will use lesson links on the Success Matrix to improve student behaviour.

Teachers will manage minor inappropriate behaviours in class according to their individual rules and responsibilities, school Code of Conduct and Success Matrix. Teachers will establish a time-out class partner (buddy class) for students who display persistent challenging behaviours within the class context.

In a major push to reduce distraction and focus on learning, students in Kindergarten to Year 6 are not permitted to have mobile telephones in their possession during the school day. Only those that are used for medical reasons can be brought to school and under authorisation of the Principal. This is also a move to help prevent issues around cyber bullying, accessing inappropriate sites and unauthorised image use. Primary school students must not use digital devices during class, at recess or lunch unless approved by a principal or teacher for an educational purpose or as a reasonable adjustment for student wellbeing. This includes mobile phones, smart watches, earbuds, tablets and headphones unless students are under the instruction of a staff member.

Outdoor Behaviour

Teachers will manage minor inappropriate outdoor behaviour according to the Success Matrix and the School Code of Conduct. Where possible logical consequences will be implemented, for example, running on veranda could result in the student being asked to go back and practise the skill of walking.

Only students displaying behaviours such as bullying, physical/verbal abuse or intimidation of another person, and any other serious incidents in playground will be sent to Reflection Room. Teacher on duty to complete a form from duty file and notify classroom teacher (Appendix 5).

Duty bags containing files must be taken out on duty. Files will include medical emergency cards, individual behaviour management alerts, band-aides, faction tickets, Keys to Success certificates, assistance required card, whistle, map of duty area, and Reflection Room forms. All staff must wear a hi-vis vest whilst on duty.

Reflection Room Process

In the Reflection Room the student will have the opportunity to work through the Restorative Justice Process.

- Individual students to reflect on behaviour and devise new strategies to support them.
- Reflection Room teacher and student discuss the issues raised.
- Student and teacher develop a simple behaviour improvement plan.
- Students in Reflection Room will be recorded on SIS as necessary by the Reflection Room teacher.
- Deputy Principals to check-in with Reflection Room teachers regularly to review students requiring Tier 2 or 3 behaviour intervention.

Administration Intervention

Cases that are referred to Administration (eg red card) are recorded on SIS, parent informed, Engagement and Support Plan consulted, and consequences decided upon in relation to categories of suspension (Appendix 2) and or Good Standing Policy. Only the Principal has the authority in the school to make a decision to suspend a student. Should the Principal be unable to do so the Deputy Principals are authorised to make a decision to suspend. A negotiated re-entry with an Engagement and Support Plan (ESP) is created or reviewed with parent, student, administrator or teacher before student goes back to class after suspension period. An Escalation Profile is developed in collaboration with the School Psychologist if required.

Students will lose **Good Standing (see Appendix 1)** for any significant breach of the Success Matrix, School Code of Conduct or any of the Categories of Suspension. The Principal and Deputy Principals will decide upon the loss of Good Standing and inform parents/guardians. The loss of Good Standing can result in the student not being permitted to attend events with their class, school excursions or incursions, sporting events or hold a leadership role. Students will regain Good Standing after negotiation with Administration on a case-by-case basis.

Cooinda Bullying Restorative Processes

The working environment for students and staff should be safe and free from violence, harassment and bullying of any kind so students may gain maximum advantage from their learning experiences. Bullying refers to a wilful conscious desire to hurt, threaten or frighten. It can be physical or verbal in nature and is ongoing. It gives power through another's pain, fear and humiliation. This school aims to develop in students the skills and values required to respond to bullying appropriately, to support students who are bullied and to not bully others.

Students who are bullied are encouraged to report to members of staff and/or parents, all incidents of bullying, violence and harassment. The school will take action through the use of Restorative Practice and employing the strategies outlined in the Method of Shared Concern and parental knowledge and understanding will be integral to the process. The class teacher will be involved in overseeing the reparation process.

The school will ensure that students who bully are:

- cases are chosen in which an individual or group of students are thought to be involved in bullying;
- suspected students are interviewed without accusation by sharing a concern;
- assisted to develop a personal action plan of non-aggression to improve the situation;
- given non-violent strategies;
- the subject of regular behavioural review and interview; and
- encouraged to change behaviour through a variety of means (role play, counselling...) and
- positive affirmation
- provided with assistance by the School Psychologist or Chaplain if deemed necessary.

Managing Significant Incidents & Physical Intervention

The proactive use of a physical intervention should be clearly indicated in an Engagement and Support Plan when it is agreed that it is in the best interests of a young person or the safety of others. It is crucial that all the necessary information is made available to those who need to know. The welfare and best interest of the individual should take priority over all other considerations as per Regulation 38 of the Education Act.

1. Reasonable, proportionate and necessary intervention
2. Admin alerted
3. Team-Teach restraints where necessary – Trained staff only.
4. Physical Intervention Report completed and submitted by the end of the day when intervention is required outside of the parameters of an Engagement and Support Plan – Copies in Administration
5. Restoring relationships
6. Incident notes and/or physical intervention forms A and B to be completed and emailed.

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Risk of Suicidal Behaviour and/or Self-Injury in the first instance is student safety.

Support will be sought by the School Psychologist, School Chaplain or external agencies. Follow attached flowchart. (Appendix 4)

Mobile telephones to be banned in WA public schools from 2020 under McGowan Government move. The WA Government will ban students from using mobile phones in all public schools in a major push to reduce distraction and focus on learning. Only those that are used for medical reasons can be brought to school and under authorisation of the Principal.

Please refer to DOE Guidelines for other more significant inappropriate behaviours. Eg. Presence of Weapons, E-Breaches, Drug and Alcohol Misuse.

Summary

Teachers endeavour to maintain regular communication with parents about their child's progress at school. Cooinda Primary celebrates appropriate positive behaviour and strives to reward students for following the school and class rules. The Behaviour Support Policy aims to provide a clear set of guidelines for staff and students to create and maintain a positive school environment.