



Department of
Education

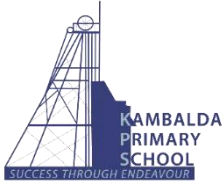
Shaping the future

KAMBALDA PRIMARY SCHOOL

Behaviour Policy

Version date: November 2024





RATIONALE

We at Kambalda Primary School acknowledge that behaviour is the observable response to the processing of internal or external experiences (Dalhooke. 2019). Behaviour development is supported using a schoolwide Restorative Approach. Students are taught the social and emotional skills necessary to develop positive, healthy relationships and be accountable for the impact of their actions on others and the environment. Positive behaviour is rewarded and the consistent language of Restorative Practice is embedded.

RESTORATIVE PRACTICE

A Restorative Approach focuses on managing relationships across the school community with processes and techniques that help to build, maintain, deepen and repair relationships. This practice facilitates learning communities that nurture the capacity of people to engage with one another and their environment in a manner that supports and respects the dignity and worth of all. We teach accountability by acknowledging harm caused, understanding the impact of actions, taking steps to repair harm and plan for prevention.

COMPASSIONATE COMMUNICATION

We communicate with others using empathy and compassion. When someone's behaviour has harmed or impacted another, we follow the Restorative Practice approach of Compassionate Communication, in which we use statements without judgement. These statements include:

- Observations: What we see, hear or experience (When I see/hear/experience...)
- Feelings: What we feel, not what we think (When you... I feel...)
- Needs: What human needs are involved, i.e., what do I/we need/value/care about. (...because I/we need/value/care about...)
- A Request: Ask, not demand (would you be willing to..., are you able to..., could you...).

A WARRM APPROACH

Upon the occurrence of a behaviour that has harmed or impacted another or the environment, A WARRM approach to conversation is used:

- W (What happened?)
- A (Affect-Explore the impact)
- R (Reflect on the harm/impact)
- R (Repair the harm)
- M (Move forward-Prevention)

POSITIVE BEHAVIOUR EXPECTATIONS

KAMBALDA PRIMARY SCHOOL POSITIVE BEHAVIOUR EXPECTATIONS

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At Kambalda Primary School, we recognise that we are part of a team. We display behaviour that illustrates pride in our school community. We always:						
Speak and act with kindness		Do our best	Learn from our mistakes and persist with challenges	Respect everyone's right to learn	Show respect for our school environment	Welcome and include everyone as part of our Kambalda Primary School community
WHERE WE ARE	EVERYWHERE	IN THE CLASSROOM	AT RECESS & LUNCH	BEFORE & AFTER SCHOOL	SCHOOL RELATED EXCURSIONS	
WHAT WE DO	<ul style="list-style-type: none"> We take turns. We look after equipment. We respect each other's personal space. We wear school uniform. We show mutual respect. We use our manners. We make positive choices confidently. 	<ul style="list-style-type: none"> We show attentive listening. We are organised for class. We seek help when we need it. We use calming strategies to ensure we are ready to learn. We walk and move about safely. We raise our hand to share ideas in class discussions. We discuss our expectations regularly. 	<ul style="list-style-type: none"> We wear hats outside. We sit to eat. We wait to be dismissed after eating. We walk on the verandas and concrete. We pick up rubbish. We play fairly. We line up, ready to learn by the second siren. 	<ul style="list-style-type: none"> We go straight to the undercover area. We put away our things neatly. We line up at the siren or for the bus promptly. We wait patiently. 	<ul style="list-style-type: none"> We follow directions promptly. We stay together. We always use our manners and show respect wherever we go. We wear our school uniform. We represent our school with pride. 	

BEHAVIOUR DEVELOPMENT PROCESSES

RESTORATIVE RESPONSE CONTINUUM



LOW KEY MANAGEMENT STRATEGIES

Our staff are upskilled in and use specific strategies to prevent the escalation of behaviours at Kambalda Primary School. These include:

- Low Key Classroom Management Strategies, such as non-verbal, minimal-verbal, proximity, signals to begin, responding to appropriate behaviour and modelling appropriate behaviour.
- 123 Magic and Emotion Coaching to manage low key behaviours.
- A emotional regulation 'reset' approach where students who require emotional regulation opportunities are given time and a specific place to regulate, readying themselves to learn.

TEACHING STRATEGIES

Kambalda Primary School implements a cohesive range of Social and Emotional Learning programs that support our students to develop positive, restorative skills (See SEL Overview in the Operational Plan). *Tribes Learning Communities*, *Ready to Learn* and *YCDI!* are Restorative Practice aligned approaches that teach students the skills they need to interact, collaborate and manage conflict while maintaining respect for the dignity and worth of others. Specifically, teaching includes the following:

- The 12 Tribes Collaborative Skills of Participating Fully, Listening Attentively, Expressing Appreciation, Reflecting on Experience, Valuing Diversity of Culture/Ideas, Thinking Constructively, Making Responsible Decisions, Resolving Conflict, Solving Problems Creatively, Working Together on Tasks, Assessing Improvement, and Celebrating Achievement.
- Explicit language of emotions, as per the Kambalda Primary School Emotion Wheel posters, and regulation strategies. This includes the instruction of shame (Shame Compass), and empathy as the antidote for shame.

POSITIVE BEHAVIOUR RECOGNITION

Positive behaviours at Kambalda Primary School follow: Our *You Can Do It! (YCDI!) Values* of Getting Along, Organisation, Persistence, Resilience and Confidence; our Positive Behaviour Expectations as outlined in this policy; and the Tribes Agreements of each class. As a school, we recognise these positive behaviours using:

- Gold Notes: Staff present Gold Notes to students in recognition of school values. This can be done in class for instant feedback, or students can bring their Gold Note to the office to receive an additional prize when the positive behaviour has demonstrated exceptional progress or achievement. These behaviours will be entered into Compass by all staff.
- Aussie of the Month: At each assembly, a student who has demonstrated the Australian values of Mateship, Fair-go, Respect and Inclusion receives the Aussie of the Month Award. Nominations for this award can be given to the Deputy by all staff at any time.
- Merit Certificates: Each teacher awards two students from their class a Merit Certificate for every assembly. These are selected and written using the language of our school values-the YCDI! Keys to Success.
- Positive communications: Each student receives at least one positive phone call or Seesaw communication from their classroom teacher per term to reinforce a positive behaviour approach and build/maintain strong partnerships between home and school.



REFLECTIVE TIME PROCEDURE

The following procedure is applied during break times. Reflective time is used at teacher and school leader discretion. The goal of the reflective strategy is to provide a natural and/or logical consequence to student behaviour while students have time to reflect on the impact of their actions. Behaviours incurring reflective time include:

- Repeated classroom behaviours that have surpassed resets.
- Severe behaviour that doesn't warrant suspension (school leader discretion).
- Severe playground behaviours incur a reflective time on the veranda (duty teacher discretion).
- Refusal to complete work.

These behaviours will be documented on office referral forms, which are kept in the office, and entered into Compass.

SUSPENSION PROCEDURE

Suspensions are issued at school leader discretion for violent or severe behaviours that violate the *Good Standing Policy* by placing others or the environment at risk of harm. Any student who incurs a suspension will lose their good standing for an immediate 5-week period and parents/carers will be informed via phone call or formal letter.

BEHAVIOUR DEVELOPMENT

In the occurrence of a severe violation of school Positive Behaviour Expectations or reoccurring behaviours that could not be redirected positively in class using the 123 Magic system, students will be sent to the office with a referral note. When sent to the office, the Principal or Deputy will utilise a Restorative approach, such as an affective conversation or a one-on-one chat (Relational Chat), while employing compassionate communication and empathic, reflective listening. Students will be held accountable for the impact of their actions on others and the environment, having a natural or logical consequence that is discussed with them.

Once a fortnight the Administration Team will meet, often in consultation with the Scaling Up Success Engagement Officer, to review school behaviour and attendance data from Compass. Using the School Behaviour & Attendance Tracker (as shown right), they will identify students who may need support due to two or more office referrals in the past fortnight. All identified students will be recorded, and actions planned, such as parent meetings or Behaviour Support Plans, to support their behaviour development. Follow-up will happen at the following meeting for each listing, as per a Restorative Approach.

PRIVATE AND CONFIDENTIAL

SCHOOL BEHAVIOUR & ATTENDANCE TRACKER					
STUDENT	DATE	REASON <small>What is the current behaviour/attendance concern?</small>	OCCURANCE <small>How often is this happening?</small>	ACTIONS TAKEN <small>What are we doing about this today?</small>	FOLLOW-UP <small>Did the planned action occur? What are you doing to check in now?</small>

BEHAVIOUR INTERVENTION PROCESS

When students display a behaviour that doesn't meet the positive expectations of our school, as outlined in this policy, staff follow the *Kambalda Primary School Behaviour Intervention Process*, as shown in this policy. This process allows staff to best create safe, secure and engaging classroom environments where all students can learn.



KAMBALDA PRIMARY SCHOOL BEHAVIOUR INTERVENTION PROCESS

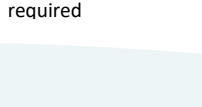
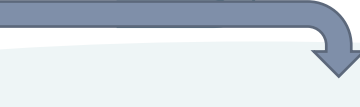
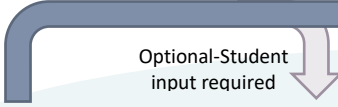
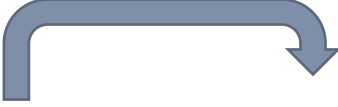
The student does not require an individual plan. If the student has been using an IBP and now no longer requires one, a parent/carer meeting should take place to discuss this.

The behaviour is identified as harmful or socially isolating

The behaviour does not require individual intervention

Support required

Optional-Student input required



LOW-KEY MANAGEMENT

In-class we use:

- Restorative responses
 - Preventative circle work,
 - Positive correction
 - Affective conversations
 - One-on-one chats
 - Small/large group chats
- Preventative strategies
 - Low-key Classroom Management Strategies
 - 123-Magic
 - Ready to Learn spaces
- Teaching strategies
 - Tribes
 - Emotion vocabulary
- Positive behaviour recognition

OFFICE REFERRAL & REFLECTION

In the office we use restorative conversations to reflect on student's behaviour.

Once a fortnight, the administration team meets to reflect on office referrals. Through this, students with high-risk behaviours or regular unhelpful or harmful behaviour may be identified as possibly requiring individual behaviour development.

BEHAVIOUR INVENTORY SCREENER

A screener will be completed by the classroom teacher to assist in identifying one or two behaviours which require intervention for the student.

The SELL and/or administration staff can assist in analysing this information.

BEHAVIOUR TRACKING

Having identified a target behaviour or having been on an IBP with a target behaviour, this behaviour will be tracked in the classroom using the scatterplot proforma, which may be enhanced with the use of Action-Behaviour-Consequence (ABC) annotations.

The SELL and/or administration staff can assist in analysing this information.

STUDENT INTERVIEW

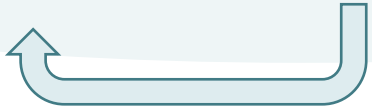
Refer to Positive Behaviour Plans for data collection. In the case that student input is required, students may have a private dialogue with their classroom teacher to identify behavioural currency to support their IBP.

INDIVIDUAL BEHAVIOUR PLAN & PARENT/CARER MEETING

An Individual Behaviour Plan (IBP) will be created to support the student. Plans aim to reduce the occurrence of unhelpful or harmful behaviours identified through behaviour screening/tracking and/or increase the occurrence of replacement behaviours.

Strategies for students may be developed in consultation with the SELL, administration staff or, where applicable, outside agencies.

All IBPs are discussed with parents/carers.



The behaviour is not harmful or socially isolating



After the assigned timeframe for review, behaviour will be monitored to determine next steps for the student

BEHAVIOUR DEVELOPMNT PLANS

[NAME]

Things I Like

- Positive reinforcement
- Superheroes
- Lego
- Being/feeling connected to his peers
- Playdough & creating



Things that upset me

- Negative feedback/consequence
- Knowing he has neglected a class agreement.
- Unkind/excluding peers can make me angry.

Important things I need

- Gentle reminders of expectations
- Support when I have made a mistake.
- Tasks at a level I am capable of
- Extra time to answer questions.
- Simple/short instructions.
- Sometimes I need breakfast.
- Hard fruit cut up.

Students who demonstrate reoccurring behaviours that impact the safety or learning of others will be placed on individual plans to support their behaviour development.

Positive Behaviour Plans (shown left) are created for students by classroom teachers for students at the beginning of each year. The purpose of these plans is to support positive, healthy relationships between the student and teacher, and the student to other students. They provide others with positive, responsive strategies to assist the student in regulating or positively engaging in learning.

Individual Behaviour Support Plans (shown below) are developed collaboratively with teachers, leadership staff, parents/carers, and sometimes outside agencies (SEN-BE, SEN-D or School Psychologist). These plans aim to identify the function of a behaviour and teach positive, replacement behaviours that meet student needs.



APPENDIX A: INDIVIDUAL BEHAVIOUR SUPPORT PLAN

Student:	Year Level:	Class:
Teacher:	Education Assistant:	Parent/Carer:
Date of Plan:	Date of Review:	Timeframe:
Behaviours of concern and frequency (consider intensity and frequency) <i>What is the student doing and how often are they doing it</i>	Behaviour Goals <i>What would you like them to be doing instead? What is an acceptable replacement behaviour that is closer to the desired behaviour but still meets the same function for the student?</i>	
Prevent Strategies <i>How can we prevent the behaviour of concern by modifying the environment and our own responses to meet the identified needs of the student?</i>	Teach Strategies <i>What skills can we teach the student- including the replacement behaviour – that will assist them in reaching the desired behaviour?</i>	Reinforce Strategies <i>How will we reinforce the target behaviour in order to increase the likelihood of it happening again?</i>
<p><i>Avoid/Eliminate Triggers:</i></p> <p><i>Adjust Structures (routine/schedule):</i></p> <p><i>Differentiation (content, process, product, learning environment):</i></p> <p><i>Environmental Modification:</i></p> <p><i>Social Support:</i></p> <p><i>Specialised equipment (social story, visual cues, fidget tools, assistive technology):</i></p>	<p><i>Direct Teaching:</i></p> <p><i>Practice/Modelling:</i></p> <p><i>Additional Supports:</i></p>	<p><i>Student Currency (access to behavioural currency, such as attention, activity/tangible, other)</i></p>
Parent/Guardian:	Deputy/Principal:	Teacher:
Date:	Date:	Date:

* Please ensure these above shown behaviour support plans are not displayed in the view of students in the classroom as they contain private student information.



RESOURCES

Kambalda Primary School discourages students from bringing any toys to school and accepts no responsibility for valuable items left in schoolbags.

DEVICES

Electronic devices brought to school need to be handed in to the office upon arriving at school each day. This allows for devices to be securely stored throughout the day. Students may collect their devices at the end of their school day.

FIDGET TOOLS

All learning spaces at Kambalda Primary School have a Ready to Learn space that allows students to calm themselves when a break is needed, as per the KPS Pastoral Care Policy. Students who require their own fidget tools will require this adjusted learning need written into an Individual Behaviour Plan. This ensures appropriate tools are selected to meet each child's sensory needs and that these can be monitored to ensure they are positively impacting students learning.

GOOD STANDING

At Kambalda Primary School, students who uphold our *Positive Behaviour Expectations* (as outlined in this policy) and follow classroom policy and procedures hold a Good Standing status, as outlined in the *Kambalda Primary School Good Standing Policy* (shown right).

A loss of Good Standing will result in a 5-week period of exclusion for various events or activities. Any student at risk of losing their good standing will have their family notified by a member of our administration team.

RATIONALE

In 2019, the directive *Let's Make a Stand Together* was published by the Minister for Education on school violence. This required 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 are also required to suspend/exclude students who fight or make intentional physical contact with other students or staff or disrupt the good order that is expected in public schools. The development of a Good Standing Policy is a mandatory requirement for all public schools in response to the increasing incidents of violence in schools. This policy adheres to the Department of Education (WA) 2019 directive issued under section 232 of the School Education Act 1999 by the Director General.

At Kambalda Primary School, the *Good Standing Policy* reflects our Restorative Approach to behaviour development, as outlined in our *Behaviour Policy* and *Social and Emotional Learning (SEL) Overview*, by acknowledging and rewarding exemplary behaviours, such as our school values and Tribes Agreements. This reinforcement extends to our SEL programs of *Tribes, Ready to Learn* and *You Can Do It!*, which explicitly teach the social and emotional skills students need to be positive, collaborative and accountable members of our community.

MAINTAINING GOOD ATANDING & POSTIVE REWARDS

To maintain Good Standing at Kambalda Primary School, students must comply with our Positive Behaviour Expectations as outlined in the *Behaviour Policy* and follow classroom policy and procedures. It is the responsibility of each student to maintain their Good Standing in order to included in extra curricular activities, including before and after school programs and sporting events held in school hours.

LOSS OF GOOD STANDING

Students who lose that Good Standing will lose the privilege to participate in various events, such as sporting events, excursions and camps, for a 5-week period. They will also lose the privilege to participate in activities where the safety of others is a concern. Good Standing status will be withdrawn following consultation with the Leadership Team and Teachers for the following reasons:

- Students have been referred to the office three times within a week. This will be entered into integris by a member of the Leadership Team with parents/carers notified.
- Students have been given three detentions or playground referrals (or a combination of both) within a week. This will be entered into integris by a member of the Leadership Team with parents/carers notified.
- Students have received a suspension or have displayed a behaviour that poses a safety risk to others, including violent behaviours or severe violations of school Positive Behaviour Expectations.

Any student who becomes 'at risk' of losing their Good Standing will be notified by a member of the Leadership Team via phone call or formal letter.

REINSTATING GOOD STANDING

Students will regain their Good Standing Status after the 5-week period has ended. Through the Kambalda Primary School Operational Plan actions, the Administration team will review behaviours entered into integris to identify 'at risk' students and support staff to develop Behaviour Development Plans as needed.

EVALUATION

This policy will be reviewed every two years by the Principal, Deputy and staff to ensure it stays current and relevant.

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