

Westminster Primary School



Whole School Positive Student Behaviour and Engagement Policy and Guidelines 2025-2027

VISION: Together we **learn, grow, achieve**

Westminster Primary School students:

- **Are Persistent**
- **Are Responsible**
- **Are Respectful**
- **Show good Character**

*At Westminster Primary School, we strive to support every student to achieve the school vision **Together we: Learn, Grow, Achieve**. We aim to develop a sense of belonging and acceptance. Our expected behaviours help students to achieve the school vision.*

Positive Behaviour Support (PBS) is a positive school-wide approach to behaviour management. It builds on and integrates a range of existing strategies to improve behaviour, learning and safety. It's a proactive approach whereby expected behaviours are explicitly taught, allowing students to make better choices. PBS views inappropriate behaviour in the same manner that problems in reading or mathematics are viewed ... as a skill deficit. When a skill deficit exists, we must teach the appropriate skill. Its purpose of PBS is to support the school vision and encourage ownership from the whole school community to develop:

- A positive, respectful culture, which supports a safe learning community;
- A common, shared language to encourage expected behaviour, that is explicitly taught and monitored;
- Clear expectations and a consistent approach to support achievable goals valued by the wider community; and
- Citizens who are equipped to make positive and confident choices now and in the future.

Links to DoE Policy

Department of Education (DoE) schools provide every student with the educational support the student needs to learn and maintain positive behaviour. WPS seeks to implement this through WA PBS, consistent and clear expectations and a school wide approach to managing and responding to unproductive student behaviour.

Links to Focus 2025

The following strategic directions are relevant to this document

1. Provide every student for a pathway for a successful future
2. Strengthen support for teaching and learning in every classroom
3. Partner with students and families, communities and agencies to support the educational engagement of every child

Links to the Westminster Primary School Business Plan

The following strategies are relevant to WPS Business Plan 2025-2027

Fostering Positive student wellbeing and engagement

- To implement consistent behaviour approaches across the school
- To improve conditions for student learning, wellbeing, and engagement
- To partner with families, communities, and agencies to support the engagement of every student

WA Positive Behaviour Support (WA PBS) at our school

Improving student academic and behaviour outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible.

PBS provides an operational framework for achieving these outcomes. WA PBS 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, and 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 practice among all teachers and staff within the school.

WA PBS is supported by a three-tiered model as follows:

Tier 3 - Intensive practices and systems for students whose behaviours have been documented as not responsive at tiers 1 and 2. Individualized to the specific needs and strengths of the student.

Tier 2 - Specialised practices and systems for students whose behaviours have been documented as not responsive at tier 1. Generally provided in a standardised manner in small student groupings.

Tier 1- Practices and systems for all students and staff implemented across all school settings.

School code of conduct

Expected Behaviours Matrix & Procedures

These expectations and procedures are a vision of responsible student behaviour and social competence. Agreed upon expectations and procedures promote consistency across staff through a common language and assists educators to be proactive in recognising students behaving responsibly. The systematic teaching of the expected behaviours and procedures must be a routine part of the school day. This teaching uses the same methods as teaching academic skills, through modelling, practise, and feedback. Lesson plans, teaching schedules and special activities and events will be ongoing to guide the teaching of the expected behaviours and procedures.

Westminster Primary School Expected Behaviours Matrix

PBS Expectations Matrix

	I am <u>Persistent</u>	I am <u>Responsible</u>	I am <u>Respectful</u>	I show good <u>Character</u>
	<u>Defining Values</u> ○ Personal success ○ Teamwork ○ To Strive	<u>Defining Values</u> ○ For ourselves ○ For our belongings ○ For being safe	<u>Defining Values</u> ○ For ourselves ○ For others ○ For diversity ○ For the environment	<u>Defining Values</u> ○ Resilience ○ Honesty ○ Caring ○ Integrity
<i>At Westminster Primary we....</i>				
Learning areas <ul style="list-style-type: none"> • Classrooms • Physical Education • Art • Library • Science Lab • Music Room 	<ul style="list-style-type: none"> • Cooperate with others • Ask for help when needed • Work towards personal and shared goals. • Actively participate in learning • Have a go at all tasks 	<ul style="list-style-type: none"> • Wear our school uniform correctly • Look after equipment and technology • Are organised and ready for learning 	<ul style="list-style-type: none"> • Listen to other's opinions • Follow instructions • Raise our hand to speak • Turn off the lights. • Use manner • Use respectful language 	<ul style="list-style-type: none"> • Celebrate each other's successes • Are open to feedback • Always tell the truth • We respect helpful feedback.
Outside areas <ul style="list-style-type: none"> • Playgrounds • Toilets • Courts • Oval • Verandas • Corridors • Undercover area 	<ul style="list-style-type: none"> • Keep trying when something is challenging 	<ul style="list-style-type: none"> • Report bullying behaviours. • Care for and put away sports equipment • Wear a bucket hat outside at breaks. • Walk considerately on the verandas and corridors. • Line up and transition to class quietly. • Use spaces for their intended purpose. 	<ul style="list-style-type: none"> • Help our plants grow • Put rubbish in the correct bins • Use manners. • Use respectful language. 	<ul style="list-style-type: none"> • Include others • Display good sportspersonship • Help others when they are hurt • Agree to the rules of the game and follow them. • Greet all adults and students.
Community <ul style="list-style-type: none"> • Home • Parks • Excursions • Shops • Swimming Pool • Public transport • Canteen • On technology 	<ul style="list-style-type: none"> • Try our best at school events 	<ul style="list-style-type: none"> • Make safe choices • Wear our school uniform when representing the school. • Use age appropriate apps. 	<ul style="list-style-type: none"> • Use manners. • Use respectful language. 	<ul style="list-style-type: none"> • Help and care for others • Represent our school with pride • Care for our environment

Implementing whole school behaviour support

Administrators' Responsibility

- Maintain and support the PBS team.
- Ensure all teachers consistently implement the Expected Behaviours Matrix and whole school procedures.
- Support teachers with implementing the Student Behaviour Management Process and actions.
- Ensure that the Expected Behaviours Matrix, whole school procedures and Student Referral Process are visible around the school and disseminated to the school community.
- Ensure that IBP / Risk Management plans are in place for students at risk with severe behavioural problems, including students who are at risk of suicidal behaviour and/or non-suicidal self-injury.
- Ensure that suspensions and exclusions are end of the line management practice and utilised in accordance with Department of Education policy.
- Review Plan for Whole School Positive Student Behaviour Support at least annually, and whenever school data indicates the need; and
- Report, at least annually, to the school board on the school's performance in behaviour support.
- Provide professional learning and support for staff to implement effective strategies where appropriate.
- Principal addresses and consults with school board, P&C and wider community about ways to work together to make violence socially unacceptable to everyone, including all of our students.

Teachers' Responsibility

- Participation of all staff members in the development, implementation and review of the school's Plan for Whole School Positive Student Behaviour Support.
- Establish a positive classroom/school environment.
 - Be caring, kind, fair but firm.
 - Be polite and expect politeness.
 - Model respectful, courteous and honest behaviour.
 - Be thoroughly prepared.
 - Ensure that the school environment is kept neat, tidy and secure.
- Establish a class policy, share with students and parents.
- Establish positive relationships with students, parents and other staff.
- Explicitly teach, monitor, reinforce, remind and reteach the expected behaviours listed in the Expected Behaviours Matrix and whole school procedures and consequences.
- Display posters in strategic places to highlight the expected behaviours and procedures.
- Access training and professional learning to effectively implement the whole school approach to managing student behaviour
- Create an inclusive, welcoming, safe and orderly environment
- De-escalate unsafe and/or aggressive behaviour
- Engage in reflective, educative, restorative practice as a part of building a culture of empathy and respect and positive behaviour
- Follow the steps outlined in Student Referral Process.
- Report student progress and concerns to parents.
- Teaching staff must keep records (on SIS) of student behaviour that include:
 - Name of student;
 - Description of the behaviour;
 - Reasons for selecting management strategies, including the dates and times; and

- Relevant parent contact and any outcomes of consultation with parents.
- Teaching staff must ensure that parents and students are aware that the school will use records regarding behaviour when preparing reports to support:
 - The consultation process with parents;
 - Referral to student support services within the school or district;
 - Referral to outside agencies; or
 - A recommendation for an exclusion order from school.
 - Deliver a curriculum that is relevant to individual needs.
 - Celebrate successes, whether it be good behaviour or good work.
 - Establish and maintain an IBP for students who reach that part of the process.

Students' Responsibility

- To display expected behaviours and follow procedures.

Parent's/Community Responsibility

- To support the student's Positive Behaviour Support plan.
- To discuss concerns with their child's teacher.
- Have opportunity to contribute to the policy and support its implementation.
- Work in partnership with the school to address any behaviour concerns.
- Ensure their students actively engage in the learning programs.
- Access support such as the Triple P program and programs offered through Westminster Child and Parent Centre.

Collaborative Problem Solving

The process of engagement where two or more parties come together to solve a problem by sharing the understanding and effort required to reach a solution by collectively sharing ideas, knowledge and skills to achieve a mutually agreed intended outcome. The process is grounded in a culture of care and concern for and with a mutual understanding and vision to resolve a problem by implementing specific strategies agreed by all parties, with monitoring and review of progress before embedding new strategies into existing systems of practice.

Strategies that support positive student behaviour

Classroom Environment

- WPS is a CMS school that uses positive teaching techniques that focus on promoting expected behaviours in the classroom. This also includes providing strategies that ensure students are accountable for their learning, in a safe, friendly environment that encourages risk taking in student learning.
- Students and teachers have input into the design of negotiated classroom rules.
- Teachers provide engaging curriculum that differentiates for individual students so that they can experience both success and experience being challenged academically at school.
- Personalised Learning Plans and Group Education Plans are provided so that differentiation exists where necessary.

Cultural Responsiveness

Our School Community consists of 70% of students from an EALD background and as such our ability understand, communicate effectively, sensitively with all cultural and religious backgrounds is paramount into developing an inclusive, respectful and harmonious school community. It is characterised by respect for culture, ongoing self – reflection and a commitment from all stakeholders to improve practice and become more responsive to the diverse needs, experiences and knowledge of our students.

Multi – Tiered System Support

A multi-tiered system which provides a holistic and tiered approach to student intervention and support which is specific to the individual academic and social and emotional needs of each student implemented with effective case management for students with complex behavioural challenges.

Restorative Approaches

The implementation of restorative approaches to which promotes the importance of relationships at the centre of all decision making at all levels. Restorative approaches are empathetic, view conflict as an opportunity for learning and growth, building accountability and ownership over one's actions and a process to repair harm or affect.

Student Engagement

Student engagement combines observable indicators, including achievement, behaviour and attendance with cognitive states (thoughts and feelings). Student engagement is viewed and responded to in a holistic way.

Whole School Approach

Addressing the needs of students, staff and our school community in a coordinated and collaborative approach which optimises conditions to support student learning, behaviour and wellbeing.

Behaviour management Plans (BMP)

Behaviour Management Plans are implemented on a need's basis in consultation with administration to help reinforce the school expectations and the Student Code of Conduct. See appendix for example BMP.

Positive Recognition

Positive recognition exists to ensure the reinforcement of our expected behaviours. Academic excellence and/or social and emotional excellence is rewarded through a variety of mechanisms, including, but not limited to:

Whole School Strategies	Classroom
<ul style="list-style-type: none">• Intrinsic motivation• Teacher praise• Positive feedback• Warm encouragement• Honour certificates• Good standing• Class points• Westie awards• Think & Thank• Seesaw• Wonder wall• Case Conferences• Formal Meeting• Informal Conversation	<ul style="list-style-type: none">• Intrinsic motivation• Teacher praise• Positive feedback• Warm encouragement• Class points• Phone calls home

Westie Awards

Westie Awards for each of the defining values set out in the PBS matrix are distributed to students who are exhibiting our expected behaviours. Four awards will be drawn out at each assembly for students who have exhibited the behaviours on the matrix.

Good Standing – see Good Standing Criteria within appendix.

Honour Certificates

Assembly honour certificates handed out at the assembly need to reflect one of the key expectations.

Strategies for communicating with parents on student behaviour

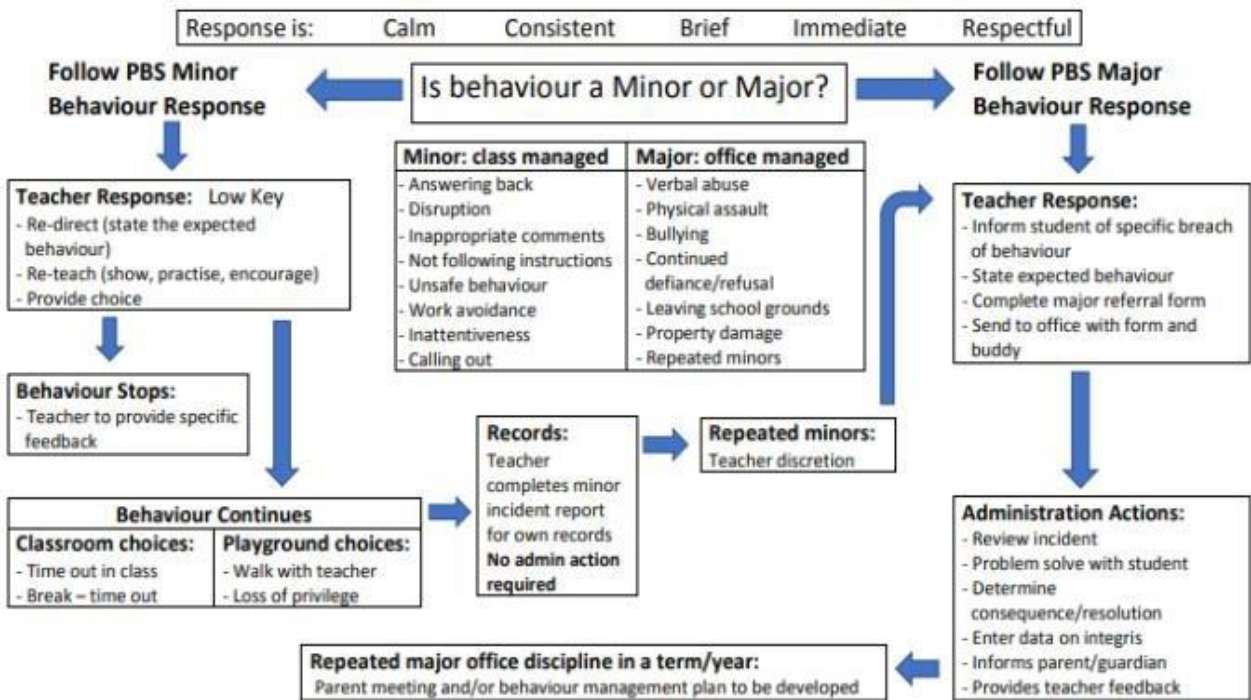
Includes but not limited to:

Whole School Strategies	Classroom Strategies
<ul style="list-style-type: none">• Assemblies• Notes• Newsletters• Honour certificates• Website• Phone calls• Emails• Seesaw• Case Conferences• Formal Meeting• Informal Conversation	<ul style="list-style-type: none">• Class meeting• Interviews• Notes, class newsletters• Emails• Use of Seesaw and Class Dojo• Phone calls home

Student Behaviour Management Process

Westminster Primary School uses Classroom Management Strategies (CMS) as a part of the behaviour process. Staff use evidence-based interactive instructional strategies that increase students' active participation and classroom engagement, leading to improved social behaviour and outcomes for students and schools. Unproductive behaviour requires feedback and is viewed as a teaching opportunity. Responses, such as prompt, re-direct, re-teach, squaring off, provide choice, counselling and educative consequences, will effectively address negative and unproductive student behaviour.

Behaviour Management Process Classroom Use



Minor Behaviour Referral Form

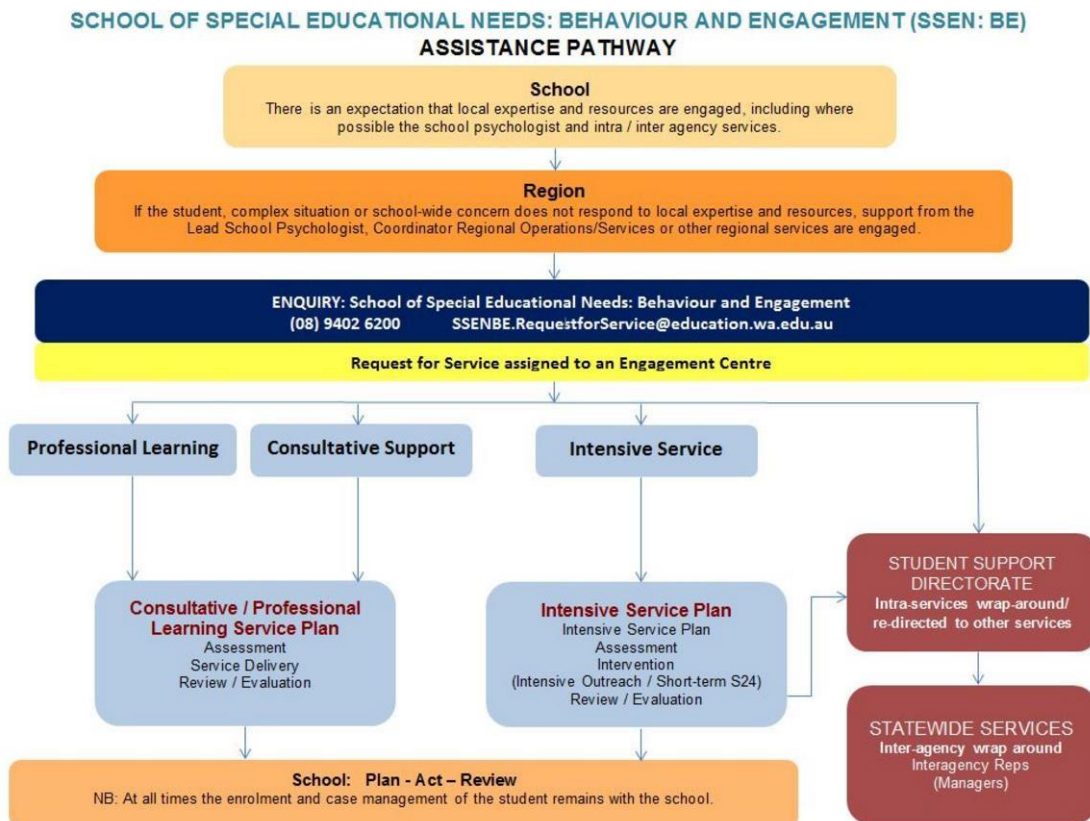
A Minor Behaviour Referral Form will be issued to a student who continues to display inappropriate behaviour, after a variety of strategies have been implemented. A yellow form will be handed out to students in their home classrooms. Green forms will be issued in specialist classes. This form is not a punitive device; it is used to track student behaviour and will be used for data collection purposes.

Serious Behaviour Referral Form

This is an orange form and will indicate an Office Discipline Referral. Serious behaviours will be dealt with by administration staff. A continuum of responses to negative behaviour provides administration staff with the tools, including a Behaviour Reflection Sheet to effectively respond to and change student negative behaviour.

Refer to Expected Behaviour Matrix for outside behaviours

Approach to coordinating with external agencies



Measures to address all forms of bullying

Bullying or any form of harassment will not be tolerated in this school. It is everyone's responsibility to prevent it from happening. Every individual has the right to belong and feel safe within a positive learning environment at a school.

Bullying is a repeated pattern of antisocial behaviour, the wilful desire to hurt, threaten, humiliate, upset or frighten someone else and/or an imbalance of power. Bullying may be verbal, physical or psychological.

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

Promoting resilience and children's wellbeing through building healthy, respectful and positive relationships is an important focus. The Western Australian Health and Physical Education curriculum features a clear focus on students learning to make healthy decisions and choices and to take actions to promote their own health, safety and wellbeing. This includes students learning how to seek help and keep themselves safe, developing assertiveness skills and acquiring the strategies necessary to identify risks to their safety and health, and to minimise and manage conflicts in a range of relationships.

Westminster Primary School uses a Pastoral Care program (including Chaplain, Mentors and School Psychologist) with proactive strategies to help prevent harassment and bullying. These resources also support both students who bully and those who have been bullied.

Whole school strategies for preventing bullying

- A brochure and information sheets are available to parents and students
- Promoting a whole school culture based on agreed values
- Clubs such as breakfast club, Treasure Hunters
- Focus on building resilience
- Friendship classes
- Use of the newsletter to focus on social skills
- Use of School Chaplain and Mentors to support and mentor identified students, to develop a positive sense of self
- Provide targeted PL (eg Team-Teach)
- Utilise classroom programs and resources including Zones of Regulation, Anti-Cyber bullying program, Bullying. No Way! website resources, School Drug Education and Road Aware (SDERA) resources
- Positive Parenting Program

Teacher strategies for preventing bullying

- Intervening early in suspected or identified bullying issues and act upon each incident reported
- Responding to bullying incidents with approaches which have been shown to be effective. Restorative Practice, Zones of Regulation, You Can DO It, Action Respect, No Blame Approach, Building Empathy
- Use school's support services where necessary
- Communicate with other staff as required
- Following the Student Behaviour Referral Process. Recording incidents is vital to enable identification of patterns of behaviour and consistent approaches from all staff

Procedures to manage bullying

Step One:

Bullying to be dealt with by the duty teacher/class teacher and may involve parents.

1. Meet with the key stakeholders.
2. Discuss with carers and students together, if appropriate.
3. Strategies/interventions e.g. individual behaviour plan, if warranted.
4. If no resolutions of the incidents occur, or no improvement in behaviour go to Step Two.
5. Parents contacted and alleged bully isolated during recess and lunch time.
6. School Psychologist /Admin involvement.

Step Two:

1. Suspension or exclusion procedures at the discretion of the Principal.
2. On return to school, parents and child attend meeting with Principal regarding agreed behaviours and outcomes. An independent Behaviour Plan may be initiated.
3. Follow up monitoring for one week. If re-offending happens in that week, the procedure begins again.

Victim support

Support will be provided for students who are witnesses or victims of bullying and harassment by the following:

- School staff
- Parents contacted
- School Chaplain
- School Psychologist

Other outside agencies as required.

Contact information

Complex Learning and Wellbeing

Statewide Services Centre T: 9402 6133

Measures to address aggression

Teachers have a duty of care towards all students and are required to ensure a safe learning environment. On occasions, challenging and violent behaviour from some students will compromise safety and the opportunity for other students to learn. Westminster PS staff will develop behaviour support and risk management plans for students who present with such challenging behaviours.

- Staff understand their responsibilities in managing student behaviour in line with legislation and policy. Refer to appendix for: Escalated Behaviour Response.
- Restrictive practices, such as restraint, should only be used as a last resort and be part of a documented plan.
- Key staff members are properly trained (Team-Teach) in violence de-escalation and restraint techniques where the use of physical action is necessary to protect the safety of the student or others.
- All staff understand and implement early intervention and de-escalation scripts.

Process to address violent behaviours

- WPS has a focus on the teaching of expected behaviours. When deliberation occurs a child's developmental and specialised needs is to be taken into account.
- If the incident is urgent, critical and dangerous, contact the police through the school principal.
- Ensure safety for other students and staff. If necessary, follow risk management procedures.
- Investigate the incident.
- In such cases, and in all other cases where restraint is used, submit an [online incident notification](#).
- The Principal or Administrator required to fully investigate and respond to students who;
 - start a fight through aggressive intention,
 - make physical contact with an obvious intention to harm,
 - video a fight on or near the school grounds.
- Consult with the parents, the school psychologist and the student services/support specialist to develop a documented plan.
- Contact the Lead School Psychologist or the Behaviour and Attendance teams in the Education Region office for advice.
- Communicate this plan with all teachers and staff who work with the student.
- Monitor the plan regularly and adjust as required.

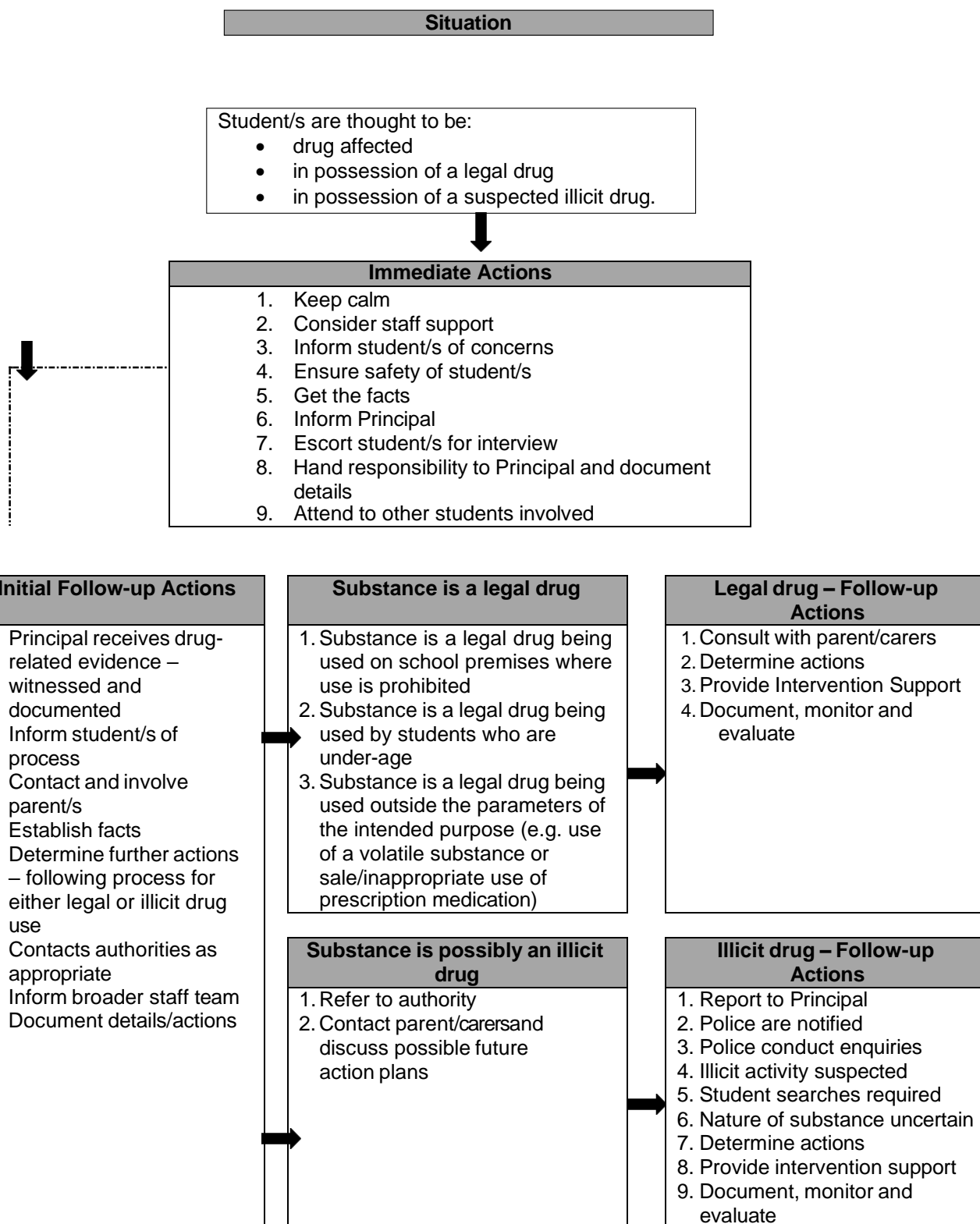
Contact information

Behaviour and Attendance

Statewide Services Centre T: 9264 4569

Team-Teach T: 9402 6136

Measures to address drug and alcohol misuse by students, including provision of evidence-based drug and alcohol education



Measures to address the presence of weapons on school sites

Students are not to be in possession of weapons on the school site or at any school activity. A student who is aware of a weapon on the school site or at a school activity, must bring this information to the attention of school staff.

A weapon is 'a thing designed or used for inflicting bodily or physical harm.'

Prohibited weapons are any item that has no purpose other than as a weapon, such as spray weapons, flick knives or switch blades. *Controlled* weapons include those used in the practice of a martial art, act, sport, or similar discipline, such as firearms, swords, machete or spear guns. Firearm includes any lethal firearm and any other weapon of any description from which any shot, bullet or other missile can be discharged or propelled, such as handguns and paintball guns.

Incidents involving weapons will be dealt with as a serious breach of school discipline and students suspended immediately under Regulation 44(2) of the School Education Regulations 2000.

School staff who find, or are given, a weapon should:

- label it with the date, time and location where the item was obtained, and the names of all school personnel who have had contact with it; and provide it to the principal.

The Principal will:

- securely store the item;
- confirm the labelling of the weapon;
- accept responsibility for its containment prior to handing it over to police or, if appropriate, returning it to the student's parents;
- maintain a written record of names of all students, school staff, parents, police (if involved) and other individuals involved in the incident.
- Receive weapon-related evidence – witnessed and documented
- Inform student of processes
- Contact and involve parent/carers
- Contact the Police if the weapon is deemed prohibited or controlled
- Suspend student immediately
- Communicate with, and offer support to, school staff, students and others as required;
- Document details/ further actions
- Make a report via the Online Incident Notification System as soon as practicable
- Request support/advice from the Coordinator Regional Operations at the regional education office.

Where a student is found to be carrying a weapon for the purpose of self-protection or self-defence, provide assistance and support to the student to promote more appropriate means of dealing with the threat perceived by the student.

Where there is 'reasonable suspicion' or it is known that a student is in possession of a weapon, school staff will:

- assess the level of risk to the student and others;
- report the matter immediately to the principal; and
- ask the student to accompany a member of school staff to the school office or another predetermined safe location where the principal or nominee, together with a witness, will request that the student hand over the weapon.

If the student declines to hand over the item which is likely to cause harm, the principal (or nominee) will:

- inform the student's parents/carers of the situation;
- give the parent/carer an opportunity to speak with the student on the telephone or to attend the school to speak with the student; and
- ensure the student is supervised by a member of school staff.

If the student continues to decline to hand over the item, the principal will:

- inform the police that the school holds a reasonable suspicion that the student possesses a controlled or prohibited weapon.

School staff should *not* undertake a personal search of the student.

If the student does not have the item which is likely to cause harm on their person, the principal will:

- ask the student to open their bags and to cooperate with the search of the student's property, including their bag/s and locker.

If the student refuses to make their property (e.g. bag) available for search, the principal (or nominee) will:

- inform the student's parents/carers of the situation; and
- seek permission from the parents/carers for a search of the student's property to be conducted.

If the student and the parents/carers refuse to give permission for the student's property to be searched, the principal will:

- seize the property if it is judged to be safe to do so;
- if seized, label and securely store the property in the presence of a witness;
- contact the police immediately if there is significant risk; and
- inform the police that the school holds a reasonable suspicion that the student possesses a controlled or prohibited weapon.

The principal's powers relating to confiscating property from students are specified in Regulation 71 in the Weapons Act 1999.

Measures to address risks of suicidal behaviour and/or non-suicidal self-injury, including risks associated with the cumulative harm from child maltreatment.

Some adolescents may experience the emergence of mental health problems and as a result, be at increased risk of self-harm, including suicidal behaviour and non-suicidal self-injury (NSSI). Schools play a key role in minimising the risk of suicidal behaviour and NSSI by promoting positive mental health and wellbeing and help seeking behaviour. Parents, schools and mental health agencies working together provide effective coordinated support for young people with suicidal behaviour and NSSI.

What to do when a student presents with NSSI or suicidal behaviour?

- Immediately contact an Administrator, school psychologist (and/or Lead School Psychologist) or other members of the school student support team.
- They will contact the Consulting School Psychologist – Suicide Prevention on 9264 5645 for expert advice if needed.
- Understand and action the school response plan to NSSI and suicidal behaviour to enable appropriate risk assessment, planning and support.
- Be alert to, record and respond to changes in the student's behaviour.
- Consult the [School Response and Planning Guidelines for Students with Suicidal Behaviour and Non-Suicidal Self-Injury](#) for reference and guidance.
- Refer to existing Department and school-based policies (such as [Duty of Care for Students](#), [Child Protection](#) and [Emergency and Critical Incident Management](#)).
- Submit an [Online Incident Notification](#) if the situation warrants this action.

Contact information

Statewide School Psychology Service

T: 9264 4312

Mobile and other electronic devices

Mobile Electronic Devices refer to devices such as mobile phones, iPads, iPods, tablets, smart watches etc.

Principles:

1. Mobile Electronic Devices (MEDs) are permitted at school; however it is strongly recommended that parents should not allow their child to bring one unless there is a compelling reason to do so. E.g. Game playing or news telling is not compelling. Advising parents of a safe arrival at school is compelling.
2. In the case of emergency all people on site have access to school phones.
3. Under no circumstances will the school accept responsibility for the loss, theft or damage to a student's mobile phone and/or electronic device.

Guidelines:

For a student to bring a MED to school, parents and carers need to complete the Request for Mobile Electronic Device form (Appendix G). This form will be filed with the class teacher and the office, as proof of permission.

1. Mobile devices are to be turned off and handed into their classroom teacher at the beginning of the school day and collected at the end.
2. No student may use a MED to record images or sound of other students on the school grounds.
3. Students not complying with this policy will have their MED confiscated and their parents/carers contacted to collect it.
4. As a matter of courtesy, it is expected that mobile devices belonging to staff, parents and visitors will be silent during class, duty, meetings and performances.
5. Students are discouraged from using apps such as Facebook, Instagram etc as they are not able to legally access the software at the primary school age.

Review:

6. Due to the rapid evolution of these technologies this policy will be reviewed annually

The strategy for record keeping and use of data in assessing the effectiveness of whole school behaviour support.

Minor and Serious Behaviour Referral Forms (refer to appendix)

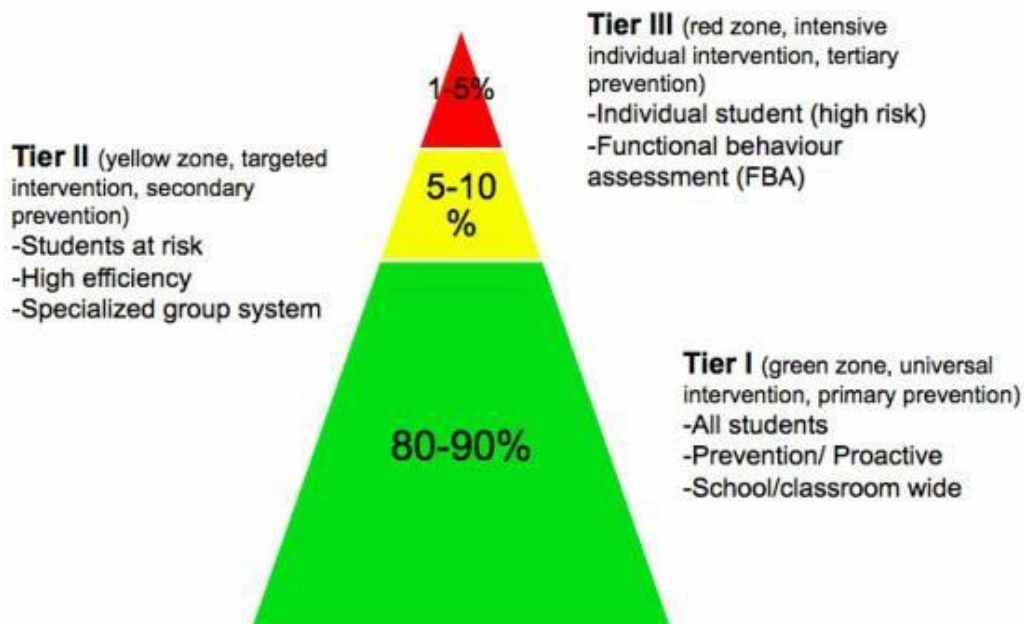
Behaviour Referral Forms will be submitted to the office each Friday. This data will be entered onto a spread sheet each week. Each month this data will be graphed to determine Tier 1, Tier 2 & Tier 3 students. Students who are identified as Tier 2 and Tier 3 students will be placed on Intervention Plans.

Tier 1 students = 0 – 1 Office Discipline Referrals (ODR)/ Major Behaviour Referral Form /month

Tier 2 students = 2 – 5 ODR a month

Tier 3 students = 6+ ODR a month

Other data sources will include attendance data, surveys of staff, students & parents.



MOBILE ELECTRONIC DEVICES POLICY

For the purposes of this policy, 'mobile phones' includes smart watches and devices, and associated listening accessories, such as, but not limited to, headphones and ear pods.

Mobile electronic devices are an integral part of everyday life. The inappropriate use of these devices however can be disruptive to the learning environment and may also impact on the wellbeing of students.

Students from Kindergarten to Year 6 are not permitted to have mobile phones in their possession during the school day. If a student brings a mobile phone to school, it is to be handed to the Classroom Teacher who will store it in a safe and secure place.

The prohibition of the use of mobile phones applies to all students from the time they arrive to the conclusion of the school day unless the student has been granted an exemption to monitor a health condition as part of a school approved documented health care plan.

The rules regarding the use of mobile electronic devices at Westminster PS are in keeping with the code of conduct and departmental policy.

Mobile phones are not to be used to record, distribute, display or upload images or videos of staff, students, or parents on school premises. Any breach of this rule may result in suspension.

CONSEQUENCES

- **First Transgression** – the student will be instructed to turn off and hand into school office for collection at the end of school day.
- **Second Transgression** - the mobile device will be confiscated and passed to Principal for collection by the parent/carer.

Where the breach is of a serious nature affecting other students or staff members, parents/carers will be contacted. Furthermore, the Principal may;

- make a report through the Online Incident Notification System
- refer to police or Department of Child Protection if the material is sexually explicit and involves a minor
- report to police any illegal activity
- suspend the students involved for a period of time commensurate with the seriousness of the breach.

Parents/carers and students are reminded that no liability is accepted by the school in the event of loss, theft or damage of any electronic device

Cyber Safety

Key Policy points are:

- Access to and content of technology use must always be referenced to curriculum and developmental educational needs of the students.
- Developing skills in the use of ICT is an important life lesson and can be used to engage and inspire students to fulfil learning potential in all curriculum areas.
- Staff have a duty of care to ensure students are safe in online environments and are taught the skills to avoid unsafe situations.
- Information created, produced, communicated, stored or accessed on school ICT are subject to monitoring by the school or DoE.
- Parents are informed that this policy is available from the school and are encouraged to assist staff in facilitating appropriate use of ICT.
- Staff and students (and their parents) are to keep passwords private.
- Students are expected to let teachers know of bullying or inappropriate content or unacceptable websites they find. These will then be dealt with following the Management Policy of the school.

The protective behaviours encouraged in the school are:

1. If you see something inappropriate on your computer screen, then turn the monitor off immediately;
2. Notify an adult who will take care of it for you; and
3. Adult notifies the Administration team to deal with the incident, which may involve filtering that URL.

Any breach of this agreement will be dealt with as a breach of school code of conduct and the school behaviour management process applied accordingly.

Good Standing

Good Standing is achieved by:

- Regular attendance
- Showing consistent effort in class
- Having a good library borrowing record
- Consistently wearing school uniform
- Having a positive behaviour record

A confirmation letter will be sent home at the end of each term in which Good Standing has been achieved.

Good Standing is lost when:

An investigation confirms that a student has;

- intentionally started a fight, bullied,
- intentionally sought to harm another person through physical contact
- videoed or photographed a fight on or near school grounds
- been suspended

Students who do not have good standing are not able to attend non-curricula activities such as reward excursions or incursions and special school events.

Good Standing can be reinstated by the Principal after a period as outlined in a Re-Entry Plan or Individual Behaviour Plan.

RESTORATIVE PRACTICE DIALOGUE 1

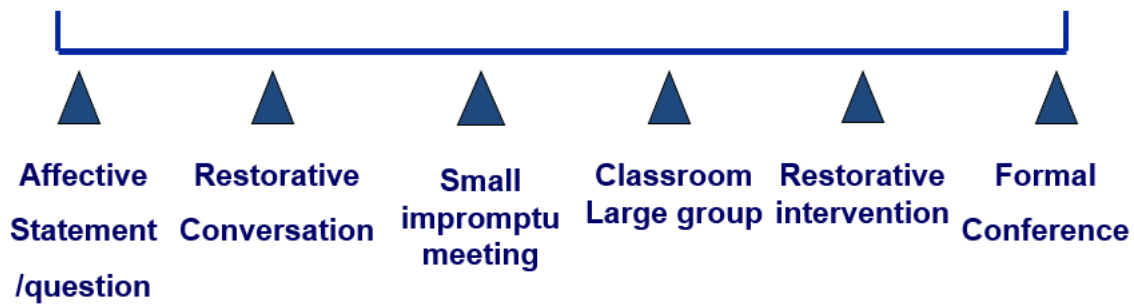
- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you did? In what way?
- What do you think you need to do to make things right?

RESTORATIVE PRACTICE DIALOGUE 2

- What did you think when you realised 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?

Informal

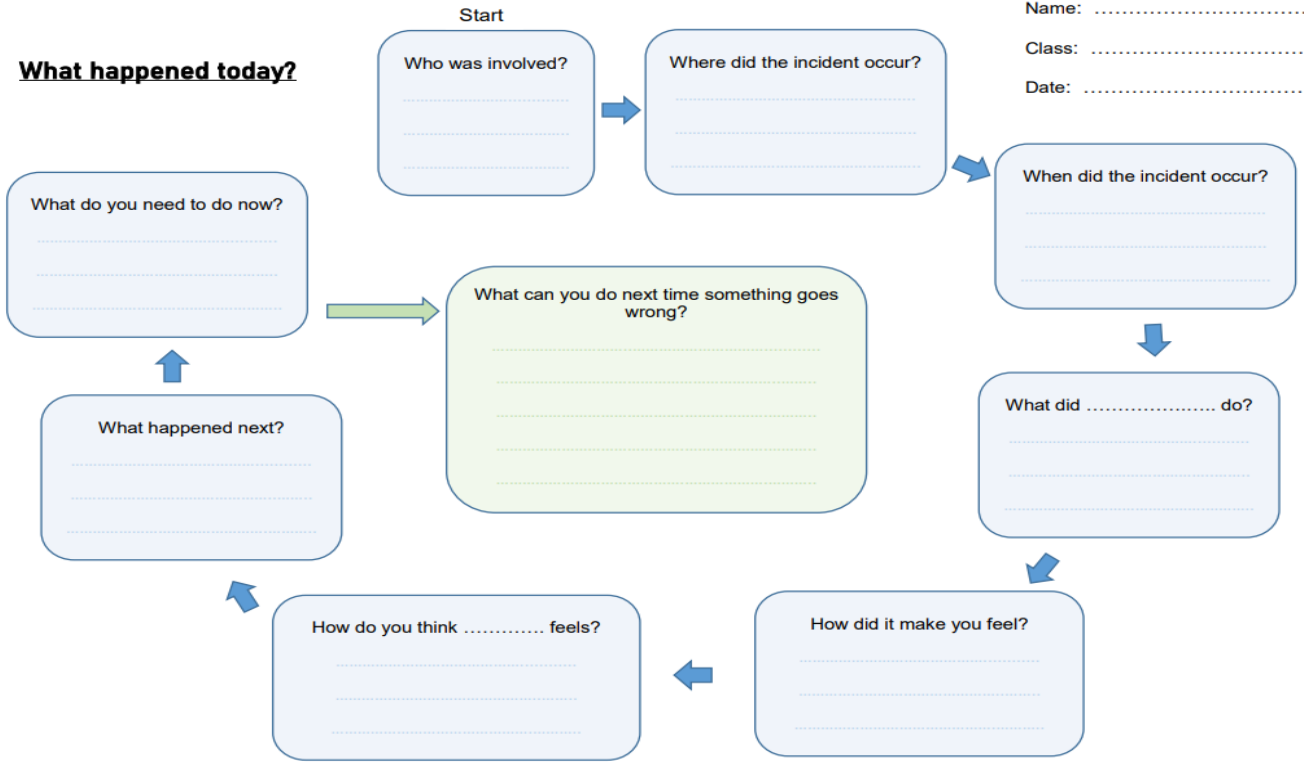
Formal



RESTORATIVE PRACTICE RESOURCES

What happened today?

Name:
 Class:
 Date:



My Playground Plan

Today is:

Recess OR Lunch

What will I do?

Where will I play?

Who will I play with?

How will I play?

How did I go in the playground?

At Recess / Lunch

I played...

I played with...

I played at the...

I felt

happy ok sad bored hurt worried frustrated confused mad angry

Next time I could...

Next time adults/helpers could ...

