



YANCHEP RISE

Primary School

Student Engagement Guidelines

Overview:

Good Standing Policy & Procedures

Behaviour Management Policy

Incident Protocols

Bullying Policy

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Good Standing Policy Years 1 -6



RATIONAL

The Good Standing Policy provides a framework and guideline to assist staff in helping students to achieve pride, respect and consideration for school, self and others.

This policy recognises and maintains high standards in the areas of:

- Behaviour and Attitude as outlined in our PBS Matrix stating our RISER values

WHAT IS GOOD STANDING?

All students commence the term with Good Standing status.

Maintaining Good Standing requires:

- Behaviour - In accordance with the RISER values, students will adhere to the acceptable standards of behaviour, attitude and effort as outlined in the PBS matrix.

MAINTENANCE OF GOOD STANDING

Students who maintain good standing will be eligible to attend extracurricular activities (eg: school discos), participate in school fundraising initiatives, take part in faction acknowledgements and Good Standing rewards at the end of each term. If Good Standing is lost, students will **not** be able to participate in any of these activities, fundraisers or acknowledgements.

POTENTIAL LOSS OF GOOD STANDING

The loss of Good Standing procedure commences when a student:

- Is referred to Administration for a major behaviour which is recorded on an orange slip.
- Is referred to Administration for repeated minor behaviours which has been recorded on an orange slip.

Please note breaches of acceptable standards of behaviour (see 'Behaviour Education Policy') that result in a suspension leads to an automatic loss of Good Standing.

REINSTATING GOOD STANDING

Good Standing **may** be reinstated after a minimum of 2 weeks if:

- The student is participating or performing consistently to the best of their ability.
- Issues relating to suspension/behavioural breaches are resolved in accordance with the schools 'Behaviour Education Policy'.
- Completion of 'Application of Reinstatement of Good Standing'.

If a student loses their Good Standing at any point during a term, they will not be permitted to attend the end of term acknowledgement.

If a student loses their Good Standing more than once over the course of the year, they will not be permitted to attend the end of year reward/excursion.

Procedures



STAGES OF LOSS OF GOOD STANDING

There are 3 stages involved in Loss of Good Standing

STAGE 1 – NOTIFICATION – ‘Early Notification’

A ‘Stage 1 notification letter’ is sent home by the Associate Principal when:

- 3 or more Administration referrals for a major behaviour or repeated minor behaviours are recorded on an Orange Slip within a term. These will have been entered on a tracking spreadsheet by the Associate Principal.

‘Stage 1’ letter to be signed by the student and parents/caregivers and returned. A copy of which is kept by the class teacher and Associate Principal.

STAGE 2 NOTIFICATION – ‘Conditional Standing’

A ‘Stage 2 notification letter’ is sent home by the Associate Principal when:

- Further referral for major or repeated minor behaviours.

‘Stage 2’ letter to be sent home informing parents/caregivers and requesting a meeting between parents, student and Associate Principal to set personal goals to avoid loss of Good Standing. Class teacher will send a standardised notification via Seesaw.

STAGE 3 NOTIFICATION – ‘Loss of Good Standing’

Failure to comply with set goals and expected behaviours will result in loss of Good Standing.

- Parents will be contacted by Admin for a meeting with Associate Principal/Principal to explain loss of Good Standing, restrictions due to loss of Good Standing and process for reinstatement.
- All teachers will be emailed the name of a student who has lost their Good Standing.
- After 2 weeks parents, student, Associate Principal/Principal and class teacher will meet to discuss conditions of reinstatement.
- All staff will be emailed to inform them that the student has their Good Standing reinstated.

***Please note if a child is suspended, this results in an immediate loss of Good Standing.
In this instance, parents will be informed of the loss of Good Standing at the same time as the suspension.***

RESPONSIBILITIES



Student	Parents	Staff
<ul style="list-style-type: none">• Maintain Good Standing.• Comply with all school policies and procedures.• Behave in accordance with the school PBS/Behaviour Policy.	<ul style="list-style-type: none">• Encourage students to maintain their Good Standing.• Ensure their child(ren) adhere to the dress code.• Attend interviews as required.• Encourage and support their children to perform and participate to the best of their ability in school based pursuits.	<ul style="list-style-type: none">• Maintain attendance and behaviour records.• Monitor all stages of procedure.• Maintain an overall perspective of student behaviour. This includes implementing and developing appropriate behaviour modification programs (if necessary).

LOSS OF GOOD STANDING

STAGE ONE EARLY NOTIFICATION



Student:

Room:

Teacher:

Date:

Dear Parent/Caregiver

This is to inform you that _____ has received this **Stage One Notification** letter which places their Good Standing at risk. This has been triggered because of the following reason(s):

- Behaviour

Comments:

_____ has been spoken to about the above issues and the consequences of their actions.

We place a great deal of value on our students maintaining their Good Standing and hope that this early notification will ensure that no further action is required.

It is hoped that we can work together to resolve any issues so your child gets the most out of their schooling.

Please feel free to discuss this with me should you have any further queries.

Yours sincerely,

Associate Principal

Student: (signature)	
Read by: Parent (signature)	

**LOSS OF GOOD STANDING
STAGE TWO
Notification Status Change - CONDITIONAL STANDING**

Student:

Room:

Teacher:

Date:

Dear Parent/Caregiver

This is to inform you that _____ has received this **Stage Two Notification** letter which places their Good Standing at risk. Your child has now had their status altered to 'Conditional Standing'.

This has been triggered because of the following reason(s):

- Behaviour

Comments: _____

_____ has been spoken to about the above issues and the consequences of their actions when they received their Stage One Notification.

As outlined in the school's Good Standing Policy I would like to meet with you and your child as soon as possible to discuss strategies to maximise the likelihood of 'Good Standing' being retained.

We place a great deal of value on our students maintaining their 'Good Standing' and hope that this second notification will ensure that we can work together to develop an effective plan moving forward.

Please feel free to discuss this with me should you have any further queries.

Yours sincerely,

Associate Principal

Student: (signature)	
Read by: Parent (signature)	

Stage 2 – Good Standing at Risk Intervention Plan

GOAL SETTING

Name: _____

Date: __/__/__

Respect – Integrity – Safety – Excellence – Resilience

My goal is to:

I can achieve this by:

Tools I can use to help me get into the **Green Zone**

I understand that if I continue to show behaviours that do not align with our **RISER** values, I will lose my Good Standing.

Signed:

Student	Classroom Teacher	Specialist Teacher/s	Admin Representative	Parent/Caregiver
__/__/__	__/__/__	__/__/__	__/__/__	__/__/__

LOSS OF GOOD STANDING

Student:

Room:

Teacher:

Date:

Dear Parent/Caregiver,

This is to inform you that _____ has lost their Good Standing. This has been triggered because of the following reason(s):

- Behaviour

Comments:

_____.

_____ has been spoken to about the above issues and the consequences of their actions. School staff have worked closely with your child as well as family members through Stage One and Stage Two Notifications to rectify these issues.

The loss of Good Standing will last for a period of 2 weeks of school (attendance of all days is required) and is effective from:

_____ to _____.

During this period your child will **not be** permitted to attend any activities, acknowledgements or events. If they perform satisfactorily over this period, they may regain their Good Standing after the completion of the Reinstatement of Good Standing application. If these issues continue they will need to continue to address identified areas of concern and have these reviewed.

Hopefully, together we can resolve these issues and move forward in a positive manner.

Yours sincerely,

Helen Demiris
PRINCIPAL

Student: (signature)	
Read by: Parent (signature)	

Please sign and return this letter to Administration within 24 hours.



APPLICATION FOR REINSTATEMENT OF GOOD STANDING

Student: _____ Room Number: _____

Teacher: _____ Date of loss of Good Standing: __/__/__

1. Describe what resulted in your loss of Good Standing and the RISER value that requires improvement?

2. What impact has this incident had on you and others?

3. How have you shown _____ (value) in the past fortnight to make things right?

4. How will you uphold the RISER values and why should you get your Good Standing back?

Good Standing Reinstated: YES/ NO

If NO, further student action required for reinstatement of Good Standing

Student Signature:

Parent/Carergiver Signature:

Principal: _____

Date: _____



Respect – Integrity – Safety – Excellence – Resilience

SLIPS ASSOCIATED WITH GOOD STANDING

Green Slip



Student Name: _____

Date: _____ Year Level: _____

Room: _____ Teacher: _____

Dear Parent/Guardians

We are pleased to share with you that your child has displayed the following positive behaviours within the classroom:

Respect	Integrity	Safety	Excellence	Resilience
Is polite and courteous to others	Takes pride in their work	Continuously follows all instructions	Consistently displays a positive attitude	Shows good sportsmanship
Cooperates with others and works well in a group	Does the right thing even when no one is looking	Is respectful and uses our resources correctly	Always strives to achieve their learning goals	Asks for help when faced with a challenge
			Actively participates in all activities	
			Produces work to a neat standard	

Comment:

Teacher Signature

Orange Slip



Full Name: _____

Date: ____/____/____ Year Level: _____

Referred by: _____ Location: _____

Buddy Class

Time: _____

Office

Time: _____

Behaviour Displayed:

☐ Continuous minor behaviours

Straight to office

- ☐ Physical abuse
☐ Verbal abuse
☐ Damage of school property
☐ E-Breaches

Comment:

Recorded on Integris

Teacher Signature

Administration Signature

☐

Please remember to send all forms to the office at the end of each day, once entered on Integris.

Behaviour Management Policy

Year Kindy to Year 6



RATIONAL

The Behaviour Management Policy provides clear, consistent expectations and guidelines to assist staff and parents to support students to engage in their education and demonstrate the school values at all times.

It encompasses our school values outlined in our WA Positive Behaviour Support policy, our Good Standing Policy and 1-2-3 Magic and Emotion Coaching, in which all staff are trained. It is part of the induction process to ensure all new staff receive training in 1-2-3 Magic and Emotion Coaching and PBS at Yanchep Rise. It is also representative of the Minister's statement on School Violence 'Let's take a stand together'.

Our behaviour management process aims to provide:

- A consistent approach
- The development of positive behaviour skills
- Consistent, suitable consequences for inappropriate behaviour
- Modelling of positive behaviours by staff
- Acknowledgement of positive behaviour with a ratio of 4:1 (4 positives to a corrective)

1-2-3 MAGIC AND EMOTION COACHING

This program provides our teaching staff with a consistent approach to set limits and manage behaviour that can be disruptive to learning. The focus is on providing a positive learning environment, supported by good relationships.

The philosophy of the program:

- Promotes emotional self-regulation in children
- Encourages behaviour the teacher wants to see more of
- Discourages the behaviour the teacher does not want to see
- Optimises the amount of time spent on teaching, instead of behaviour management

As part of our whole school approach to using this program our staff will:

- Acknowledge START behaviours through the giving of RISER tokens, faction acknowledgements and Green Slips
- Provide support to help children reflect on and identify their emotions
- Calmly determine whether behaviour is MBA (minor but annoying), a START behaviour or a STOP behaviour
- Calmly determine an appropriate response to minor behaviour using the 3 choice model (Ignore, Count, Emotion Coach)
- Consistently respond to continuous **MINOR** STOP behaviours by following the steps in the Behaviour Management Flow Chart
- Clearly display and refer to the Behaviour Management Flowchart poster in their classroom
- Return to the start of the flow chart process for all students at the start of a new session
Session 1: 8:30 – 10:45 (LUNCHTIME)
Session 2: 11:25 – 1:15 (RECESS)
Session 3: 1:35 – 2:40 (HOME TIME)
(Any transition to specialist class counts as a new session)
- Consistently respond to **MAJOR** STOP behaviours by referring students to Administration with an Orange Slip.

Major behaviours are:

- Physical and verbal abuse to staff or students
- Damage of school property
- E-Breaches

- Work with other staff and parents to develop Individual Behaviour Plans when required
- Enter Orange Slips on Integris



BEHAVIOUR MANAGEMENT FLOWCHART for MINOR STOP behaviours

STEP 1 - COUNTING

- STOP behaviour is displayed - teacher counts 1

STEP 2 - COUNTING

- STOP behaviour is displayed again in the same session - teacher counts 2

STEP 3 – RESET IN CLASS

- STOP behaviour is displayed again in the same session - student goes to designated Take 5 spot (Take 3 in Early Childhood)

STEP 4 – RESET IN BUDDY CLASS

- STOP behaviour is displayed again in the same session - student goes to Buddy-Class for Take 5 (Take 3 in Early Childhood)

STEP 5 – RESET IN OFFICE

- STOP behaviour is displayed again in the same session - student goes to Administration with Orange Slip and participates in further emotion coaching
- Admin records on Integrus and Good Standing Spreadsheet
- Student returns to class after resetting
- Parents are contacted to inform them of incident

BEHAVIOUR MANAGEMENT FLOWCHART for MAJOR STOP behaviours

STEP 1

- Student is referred to Administration and takes completed Orange Slip (with comment). If student is unwilling to go to Administration, another student should be sent with the slip and Admin will come to assist.

STEP 2

- Student is provided with calm down time if needed. When student is in the Yellow Zone, the details of the incident will be discussed calmly and witnesses will be spoken to if needed.

STEP 3

- Student will participate in emotion coaching.

STEP 4

- A suitable consequence will be determined and parents will be contacted.
- Admin will enter the details on Integrus
- Possible loss of Good Standing (refer to flow chart – a Suspension leads to automatic loss)

Incident Protocols

RESET – CLASS, BUDDY OR ADMINISTRATION

When a student is asked to 'Take Five' in the class, in a neighbouring class (buddy class) or in Administration, this provides them with the opportunity to cool off, self-regulate or "reset". In some situations students may have "tools" in Take Five to assist with resetting. If a student is in Administration they may participate in emotion coaching, which aligns with 1-2-3 Magic.

FORMAL WITHDRAWAL

The Principal or Deputy Principal may withdraw a student from classes, breaks or other school activities for the purpose of providing an opportunity to:

- Calm down in circumstances where the student has become unable to self-regulate.
- Reflect on and learn from the behaviour, including, where appropriate, engaging in restorative processes.

When a student is withdrawn, the school will:

- Inform parents.
- Ensure location and supervision arrangements account for duty of care at all times.
- Ensure the student is provided the opportunity to complete school work.
- Document the details of the withdrawal on SIS for record keeping.

SUSPENSION

The placing of students on suspension will be authorised by the Principal, or Assistant Principal where the Principal is unable to exercise the suspension. The Principal is authorised by the Department of Education and Training to suspend a student. Suspension is a legal process of preventing students from attending school for a limited period of time if their behaviour and conduct is not conducive to the good order and proper management of the school. Suspension results in automatic loss of Good Standing.

In cases of either repeated or serious breaches of the Code of Conduct, which have been recorded on an Orange Slip, the Principal may authorise the suspension of students for a limited period.

- Parents will be contacted and notified when suspension is made. The reason for suspension will be discussed with the parent.
- The suspension will be entered into SIS and the Online Incident Notification System.
- The student will be provided with learning activities to complete where the period is for 3 or more consecutive days, or totals more than 5 days in the school year.
- The Principal will notify parents or caregivers of the need for a re-entry meeting with the student and themselves to ensure that their behaviour is appropriate upon their return to school in order for their Good Standing to be reinstated.

PHYSICAL RESTRAINT

The Principal will ensure that physical restraint of a student is only used:

- In circumstances where a student's emotional or behavioural state prevents other strategies to maintain the good order of the learning environment from being successful.
- Where the emotional or behavioural state poses imminent risk of harm to self or others, or risks significant damage to property.
- For the minimum amount of time needed for the student to recover to an emotional or behavioural state whereby less restrictive strategies may be successful.

The Principal will only authorise a plan to apply physical restraint as an ongoing strategy for a student when it has been developed in consultation with and agreed by the parents/caregivers and written in the documented plan.

Bullying Policy Kindy – Year 6



DEFINITION

The national definition of bullying for Australian schools: Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Bullying of any form or for any reason can have long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

BEHAVIOURS THAT DO NOT CONSTITUTE BULLYING INCLUDE:

- Mutual arguments and disagreements (where there is no power imbalance).
- Not liking someone or a single act of social rejection.
- One-off acts of meanness or spite.
- Isolated incidents of aggression, intimidation or violence.

Please note that although these conflicts are not classed as bullying, they will still be addressed in line with the Yanchep Rise Behaviour Management Policy.

BULLYING HAS THREE MAIN FEATURES:

- It involves a misuse of power in a relationship.
- It is ongoing and repeated.
- It involves behaviours that can cause harm.

TYPES OF BULLYING:

There are three types of bullying behaviour:

- Verbal bullying which includes name calling, threats or insulting someone.
- Physical bullying which includes hitting or otherwise hurting someone, shoving or intimidating another person, or damaging or stealing their belongings.
- Social bullying which includes consistently excluding another person or sharing information or images that will have a harmful effect on the other person.

Verbal, physical and social bullying can occur in person or online, directly or indirectly, overtly or covertly. Serious online bullying and material can be reported to the Office of E-Safety Commissioner.

PREVENTION STRATEGIES:

Explicit teaching (as developmentally appropriate) regarding:

- Safe and supportive environments
- Friendships and relationships
- Problem solving
- Conflict resolution skills
- What constitutes bullying
- Role of bystanders
- How to respond to bullying

SUPPORT STAFF:

- Chaplain provides explicit support
- Administration staff
- Classroom teacher
- Older students working with younger students, eg: buddies, peer mentors

RESPONDING

The aim for schools in responding to bullying are:

- To find a positive solution for everyone
- To stop it happening again
- To restore the relationships between the students involved

Student	Parents	Staff
<ul style="list-style-type: none"> • Inform their classroom teacher when any incident occurs straight away - on the day the bullying has taken place. • The 'bystander' reports the incident to their classroom teacher straight away – on the day the bullying has taken place. 	<ul style="list-style-type: none"> • Encourage your child to speak to their classroom teacher on the day of an incident occurring. • Use the provided definition to distinguish whether your child has been involved in a bullying case or if this is an isolated issue that will be dealt with in accordance with the BMP. • Speak to the classroom teacher before addressing any concerns with Administration. • Allow at least 48 hours for thorough investigation of the incident before a staff member will be in contact. 	<ul style="list-style-type: none"> • Explicit teaching of concepts related to bullying and bystander behaviour. • Remind students to speak to their classroom teacher when an issue occurs – on the day it has taken place. • Monitor and investigate any situation, in depth, where bullying has been suspected. • Carry out the protocols in accordance to the BMP or Bullying Policy on a case by case basis. • Classroom teachers to report any issues of suspected bullying to Administration.

Good classroom management, explicit teaching, promoting positive bystander behaviour and developing peer support can reduce the number of bullying incidents. The method of responding will depend on the students involved, the situation and severity. If an act of bullying **has** occurred, after a thorough and in depth investigation a loss of Good Standing will occur.

The rules and consequences response involves the development and communication of clear rules about acceptable and unacceptable behaviour, and reasonable consequences for breaking the rules. These consequences generally involve sanctions for the student who is considered responsible for the bullying behaviour.

Strengthening the 'target' involves systematically helping the person being bullied to deal more effectively with the person or persons who seek to bully him or her. The strategy of strengthening the target seeks to improve the capacity of the intended target to cope more effectively with bullying.

Mediation is a process in which students in conflict and bullying are invited to take part in a session with a staff member, to help resolve their differences. It requires students to be voluntarily involved in the dispute resolution process.

Restorative practice is a strategy that seeks to repair relationships that have been damaged. Once identified, the students who have been bullying meet with the staff member and other students who have been selected because they are expected to be supportive of the person who has been bullied (who is not present). Each member shares how he or she will help that person.

The Method of Shared Concern is a non-punitive multi-stage strategy used with groups of students who are suspected of bullying someone. Students suspected of bullying others are first interviewed individually. The Practitioner shares a concern for the bullied student and invites each of them to say what they will do to help. When it is clear that helpful actions have taken place, the students meet as a group with the staff member, plan what they propose to do next, and subsequently meet with the person they have bullied to finally resolve the problem.

Positive Behaviour Support (PBS) Policy

Kindy to Year 6



PBS AT YANCHEP RISE

Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective.

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. By doing so, a unified and positive school climate forms. The purpose of PBS is to establish a climate in which appropriate behaviour is the norm.

At Yanchep Rise Primary School, PBS will provide a consistent, whole-school approach with a common language, in regard to positive behaviour expectations. The PBS framework will be developed through a consultative, collaborative community owned process and will be consistently implemented by staff at the school and classroom level.

Development of the framework requires a shared understanding of:

- Unacceptable ('STOP') behaviours – sorted into low, medium and high.
- Expected ('START') behaviours.
- A set of school values that reflect the expected behaviours.
- A matrix which has been developed from the school values and expected behaviours that defines what expected behaviour looks like in the classroom and in the school grounds.
- A consistent process of response to unacceptable behaviours.

WHAT ARE SOME OF THE OUTCOMES OF PBS?

Students know what is expected of them and choose to do so because they:

- Know what to do
- Have the skills required to do it
- See the natural benefits for acting responsibly

Adults and students have more time to:

- Focus on relationships
- Focus on classroom instruction

There is an instructional approach to discipline:

- Instances of problem behaviour are opportunities to learn and practice pro-social behaviour

AT YANCHEP RISE PS WE WILL ENSURE THE SEVEN COMPONENTS OF WA PBS ARE IN PLACE:



1. Leadership

The PBS leadership team will include the Deputy Principal and a team that is representative of the school staff.

2. Defining Expected Behaviours

The PBS matrix will provide clear behavioural expectations.

3. Teaching Expected Behaviours

Systematic teaching of the expected behaviours will be a routine part of the education program. Teaching these behaviours will use the same methods as teaching academic skills, through modelling, practice and feedback.

4. Encouraging Expected Behaviours

Staff will provide regular feedback to students about their behavioural progress. We will create a school culture where expected behaviours are the norm.

5. Essential Classroom Practice

Classroom practices will maximise learning for all students while minimising disruptive problems.

6. Responding to Misbehaviour

Inappropriate behaviour will be viewed as a teaching opportunity – a chance to clarify and re-teach expectations. The same calm instructional approach used when students make academic errors will be used to correct behavioural errors. The development of a continuum of responses to misbehaviour will provide staff with the tools to effectively respond to and change student misbehaviour. 1-2-3 Magic and Emotion Coaching will be a part of this consistent response.

7. Ongoing Monitoring

We will use ongoing data to identify areas in need of improvement as well as those operating well. The leadership team will provide feedback that promotes consistent implementation across the school. Data will be used to monitor student behaviour and the PBS implementation process.