

# Westbourne Park Primary School



## Behaviour Code

*This Behaviour Code should be read in conjunction with:  
DECD School Discipline Policy, DECD Duty of Care Policy, DECD Response Level and  
Types of Behaviour Model, School Grievance Guidelines and any other relevant policies  
as prescribed by DECD.*

This code aims to support students to develop behaviours and attitudes that will ensure that our school is a:

**safe, friendly, supportive learning environment,  
free from bullying and harassment.**

At WPPS we believe that every person and situation is different so strategies are planned on a case-by-case basis to best meet the needs of the students, staff and families involved.

### STUDENT RESPONSIBILITIES

**Students are RESPONSIBLE for their own behaviour and can make CHOICES - all behaviour has consequences.**

At our school we follow the FRESH values, we live the Habits of Mind and we follow classroom Codes of Conduct. Our FRESH values are:

**FRIENDSHIP** – Welcome and include others, working well with others, being kind and supportive, letting people join in.

**RESPECT**- Being polite and using manners, accepting people by what they say and do, not by what they look like, bullying and harassment will not be tolerated (see separate Anti-Bullying brochure).

**ENDEAVOUR** – Always do our best, learning from mistakes, bouncing back from problems.

**SUCCESS** – Taking risks in learning, setting individual learning goals, learning and achieving new skills and knowledge, evaluating goals for future learning.

**HONESTY** – Telling the truth, following the school and classroom Code of Conduct, taking responsibility for own behaviour, accepting consequences for behaviour, living 'above the line'; taking responsibility for our actions and making amends,

<b>O</b> wnership	Do you own your actions?
<b>A</b> ccountability	Do you make good choices?
<b>R</b> esponsibility	Do you offer solutions?
<b>B</b> lame	Do you blame others for your actions?
<b>E</b> xcuses	Do you deny what you have done?
<b>D</b> enial	Do you give up easily?

ARE YOU LIVING ABOVE THE LINE?

## LEADERSHIP RESPONSIBILITIES

- Make sure that the Behaviour Education Code is available in the Staff Handbook.
- Ensure that all staff members revisit the Behaviour Education Code on a regular basis.
- Provide staff with training and/or updates on restorative justice.
- Ensure that change to the code is endorsed by the School Council, via the Education Committee.
- Discuss the policy thoroughly with new staff members as a priority of induction.
- Ensure that the Behaviour Code is available to relieving teachers.
- Ensure that all proformas are available for staff use: eg withdrawal to the office forms.
- Check return of reflection sheets from parents and follow up if necessary.
- Be informed about discussions regarding student behaviour between parents and staff and become involved, where appropriate.
- Keep informed and inform staff members and parents of any and all DECD directives in relation to school discipline.
- Ensure that accurate records of Student Development Plans, discussions and correspondence are kept in a secure location.

## STAFF RESPONSIBILITIES

- Build positive relationships with students and families.
- Model behaviours that reflect our school values and Habits of Mind.
- Provide students with the opportunity to develop a class Code of Conduct which is signed by all class members.
- Apply clear consequences for not following the Code of Conduct.
- Be consistent and fair.
- Monitor students' behaviour so that it will not result in conflict or injury. Be proactive and mobile on yard duty.
- Consider student age and maturity when giving appropriate positive reinforcement to encourage positive attitudes and behaviours.
- Where appropriate, work restoratively with students when things go wrong to repair relationships; *What happened? Who has been affected? How can you make things right?*
- Display student work around the classroom, in assembly and general school areas.
- Keep a record of student behaviour and use the appropriate form when exiting students to the office.
- Ensure effective communication with families and Leadership where relevant.

## PARENT RESPONSIBILITIES

- Ensure your child attends regularly, arrives on time (not before 8:30 or after 8:50) and leaves by 3:30pm.
- Promptly inform the school of every absence.
- Support your child by ensuring they wear the school uniform.
- Be familiar with and support the Behaviour Code.
- Develop and maintain contact with the school in relation to your child's wellbeing.
- Make appointments to speak to staff.
- Ensure interactions with school staff are respectful.
- Notify staff of behaviour incidents observed at school, rather than dealing with them yourself.
- Refer to and follow the school's guidelines for dealing with issues/grievances should you have an issue.

**General Expectations for Keeping Safe**

- Students ask for a PERMISSION TO ENTER THE BUILDING slip (located in yard duty bags) when needing to enter a building for a valid reason.
- Yard A: R – 1 students only.
- Yard B: Yr 1 – 7 students but only Yrs 2-7 are able to use the play equipment. R/1 students have priority use of the grassed area in front of the Pedal Prix shed to kick balls.
- Yard C: Yr 2 – 7 students only.
- Before school, children are to play only in Yard B and C. No hitting or kicking of balls in Yard B (only handball).
- For their own safety, children who come to school before supervision starts at 8:30am, are to be directed to OSHC for which their parents will receive an account. Students not picked up by 3:30pm are also directed to either the front office or OSHC.
- If a student behaves inappropriately in the Yard the duty teacher will counsel the student and may sit them out or send them to the Reflection Room (as appropriate). Parents are notified via a form when their child has been placed into the Reflection Room.

**LEARNING AREAS**

Every student has the right to learn and every teacher has the right to teach in a safe environment. By living our FRESH values, HOM and *living above the line* we work proactively to ensure our students are engaged and making good choices about their behaviour. We have many systems and structures to acknowledge and reward positive behaviour. At times we may need to intervene when behaviours are disrupting the class learning or safety. Below are some brief examples of possible behaviours and ways students may be educated to help them make better choices:

<p><b>LOW LEVEL</b>  <i>Examples may include:</i></p> <ul style="list-style-type: none"> <li>▪ calling out</li> <li>▪ disrupting others/not letting them learn</li> <li>▪ not following instructions</li> </ul>	<p><b>The education of these behaviours may look like:</b></p> <ul style="list-style-type: none"> <li>▪ a verbal caution</li> <li>▪ being moved away from area (time out)</li> <li>▪ redirection/refocus</li> <li>▪ revisit of Classroom Code of Conduct</li> </ul>
<p><b>MODERATE LEVEL</b>  <i>Examples may include:</i></p> <ul style="list-style-type: none"> <li>▪ continual refusal and disturbing others</li> <li>▪ swearing</li> </ul>	<p><b>The education of these behaviours may look like:</b></p> <ul style="list-style-type: none"> <li>▪ buddy class</li> <li>▪ communication with parents</li> <li>▪ withdrawal to the office</li> </ul>
<p><b>HIGH LEVEL</b>  <i>Examples may include:</i></p> <ul style="list-style-type: none"> <li>▪ bullying/harassment</li> <li>▪ vandalism</li> <li>▪ threatening others</li> <li>▪ violence</li> </ul>	<p><b>The education of these behaviours will be referred to Front Office immediately and Leadership will intervene with support from relevant staff.</b></p>

Refer to the DECD Response Level and Types of Behaviour Model.

## **Strategies for escalating behaviour or high level behaviour might include:**

### **TAKE HOME / SUSPENSION**

**Take Home** is not *Suspension*. It is a strategy, which enables a student, who is temporarily unwilling or unable to be managed in a school level 'sit out' to be removed from the school for the remainder of the day. (It does not extend beyond the remainder of a single school day).

- If a student is withdrawn to the office twice in a day the parents/caregivers will be rung to collect the student.

**Suspension** may take the form of –

Under DECD Policy, a student may be suspended if the Principal has reasonable grounds to believe that he or she:

- has threatened or perpetrated violence
- has acted in a way which threatens the good order of the school by persistently refusing to accept the school's behaviour code
- has acted illegally
- has acted in a manner which threatens the safety or well being of a student or member of staff, through sexual or racist harassment, verbal abuse, bullying or any other means, including online bullying, out of school hours
- is interfering with the rights of teachers to teach and of students to learn
- shows persistent and wilful inattention or indifference to school work.
- Depending on the seriousness of the offence and at the discretion of the Principal, suspension will take either of the following forms:
  - **Internal Suspension** - the student is removed from the class for a period of half to a full day. He / she works and has recreation / lunch breaks separate to the student body
  - **External Suspension** - the student does not attend school for a period of time ranging from one to five days (as determined by the Principal with regard to the severity or frequency of the irresponsible behaviour).

After the period of suspension, a conference is to be held at which a student development plan is negotiated between the student, relevant school staff, parents / carers, and any other relevant providers (eg Interagency Behavioural Support).

### **EXCLUSION/ EXPULSION**

**Exclusion:** means that a student does not attend the school for a longer period of time, ranging from four to ten weeks. Exclusion would only be used after repeated suspensions. There are clear guidelines for the management and documentation of this step, and these would be signalled to the student and parent / carer, if repeated suspensions were being used to manage a student's behaviour. This information is available from the DECD School Discipline Policy.

**Expulsion:** This step is used for students who are not under compulsion, ie 15+.