Phoenix Primary School

Learn Grow Succeed

Positive Behaviour Policy

Updated June 2025

Statement

Phoenix Primary School aims to create a safe, calm, inclusive, supportive and culturally responsive environment that enables students to fulfil their learning potential. Positive student behaviour is essential to promote engagement in learning and to maximise the impact of classroom teaching.

At Phoenix Primary School:
★ We believe in success for all students; that every child is capable of being a successful learner.
★ We are committed to creating a safe, positive and inclusive environment that promotes the development of the whole child.
★ Students and staff deserve to be treated with kindness and respect in a caring environment that celebrates the success of all.
★ We empower creative, independent thinkers who are skilled problem solvers.
★ We believe in providing quality and impactful teaching and learning opportunities with high expectations for everyone.
★ We believe that children learn best through hands on, intentional play-based learning opportunities that encourage them to be curious and explore.
★ We welcome and embrace culture & diversity in our students and school community.
★ We foster genuine, positive relationships with students, families, and community.

Principles
• Behaviour is <u>learned</u>: and can therefore be taught and positive change facilitated.
• Behaviour is <u>purposeful</u>: it meets a need or serves a purpose (i.e. has function) and can therefore be made sense of and catered for.
• Behaviour is <u>communicative</u> – it is the student's best way to communicate unmet needs (within the resources available to him/her).
• Behaviour is <u>contextual</u> – it is influenced by the context in which it occurs (including developmental, cultural, and environmental contexts) and can therefore be modified by manipulating variables in the immediate environment.

Positive behaviour is the demonstration of respect, responsibility, safety and active engagement that contributes to a safe, supportive and inclusive school environment. It involves students making appropriate choices, showing consideration for others, and taking responsibility for their learning and actions, thereby promoting wellbeing and success for all members of the school community.

Positive behaviours can be taught to develop a student's competence and capacity to:
• recognise and regulate their own emotions
• develop empathy for others and understand relationships
• establish and build positive connections with adults and peers
• make responsible decisions
• work effectively with others
• cope with challenging situations.

Rights and Responsibilities

At Phoenix Primary School we promote a school culture where students:
- Are welcomed, safe and experience a sense of belonging
- Feel their unique strengths and talents are understood, valued and nurtured
- Have a voice in decisions that affect them
- Learn to take responsibility for their actions and behaviour
- Feel a strong sense of purpose as learners and connection with the wider school community
- Are not discriminated against on the basis of behaviour as a manifestation of disability

All members of the school community (staff, students and families) have a RIGHT to:	All members of the school community (staff, students and families) have a RESPONSIBILITY to:
Be treated courteously and respectfully.	Respect themselves and others, treating others with courtesy.
Learn and work without being disrupted by others.	Strive for excellence; cooperate and support the learning of others
A safe and supportive environment.	Respect the school's resources, grounds and buildings and other's property
Feel pride in themselves and the school.	Behave honestly and in a responsible manner.

Positive Behaviour Expectations Matrix

Our Shared School Values

- ★ Courage
- ★ Creativity
- ★ Kindness
- ★ Resilience
- ★ Respect

At Phoenix Primary school, students show our school values through their positive behaviour.

	Classroom	Playground	Using Technology	Community
Courage	• We have a go and try our best. • We challenge ourselves • We ask for help • We share our ideas and views • We participate in all class activities. • We take risks • We tell the truth.	• We ask for help if there is a problem. • We help others if they are hurt. • We stand up and support others. • We play with new friends. • We join in and take safe risks. • We let an adult know if we see unsafe play.	• We follow the school ICT agreement. • We have a go at using new equipment or programs. • We are brave and stand up to support others online. • We report inappropriate behaviour. • We ask a trusted adult for help	• We step out of our comfort zone. • We are a role model to other students. • We ask a trusted adult for help.
Creativity	• We are problem solvers • We use our imagination • We are curious • We are a good team member • We have a growth mindset	• We use our imagination • We practise creative play.	• We problem solve digital solutions. • We try new things • We are curious.	• We are curious. • We have a growth mindset • We are problem solvers
Kindness	• We keep our hands and feet to ourselves • We use positive actions and kind words • We share and take turns • We treat ourselves and others with care • We are helpful • We encourage others and celebrate their successes.	• We ask others to join. • We help each other to pack up the equipment. • We help others. • We show care and empathy towards others. • We keep our hands and feet to ourselves	• We maintain a positive digital footprint. • Sign out at the end of each session.	• We accept other's differences • We help others • We show care and empathy towards ourselves and others. • We show positive actions and use kind words.
Resilience	• We learn from our mistakes and try again • We have a growth mindset	• We know it's ok not to win. • We play fair. • We celebrate the success of others.	• We persevere and have a growth mindset. We problem solve.	• We make responsible choices. • We encourage others. • We play fair and safe.

	• We understand and regulate our emotions • We accept feedback • We are ready to learn	• We are aware of our emotions and those of others.		• We are ready to learn. • We try our best.
Respect	• We use our manners. • We follow staff instructions. • We take responsibility for our actions • We listen to others and respect their opinions. • We raise our hand to speak. • We keep the classroom tidy. • We look after our belongings. • We are organised.	• We care for the equipment. • We respect school property. • We follow the agreed rules of the game. • We sit down to eat. • We put our rubbish in the bin. • We play safely. • We use appropriate language	• Show respect to others online • We think before we post online. • We use equipment responsibly. • We keep our passwords and personal information private.	• We wear our school uniform proudly. • We are polite and courteous. • We stay with our class and follow instructions. • We leave the environment clean and tidy.

Restorative Approach

At Phoenix Primary School we promote a restorative approach which prioritises building and maintaining positive relationships across the school community. This restorative approach creates a positive school culture based on trust, respect, belonging, empathy, co-operation, accountability, and responsibility. It puts the onus on individuals to be accountable for their behaviour and to repair any harm caused to others as a result of their actions.

Restorative practice model has three key components which guide our school:
★ Language – what we say matters
★ Conduct – what we do matters
★ Mindset – how we think matters

Restorative Questions / procedures

Restorative discussions have a future focus on where to next. We will ask questions that avoid shame. For a student who has done the wrong thing, these questions will sound like:
• What happened?
• What were you thinking at the time?
• Who was affected? In what way?
• What do you think you need to do to make things as right as possible?

For a student who was affected in an incident with others, questioning that focuses on assisting the student to move on and move forward from the incident will be used.
• What happened?
• What impact has this had on you or others?
• What has been the hardest thing for you?
• What do you think needs to happen to make things as right as possible?

Supporting Positive Behaviour

At Phoenix Primary School we follow a consistent whole school approach to encourage positive student behaviour and engagement. Our school recognises that some students have experienced trauma that may influence their behaviour, learning, and relationships. A trauma-informed approach ensures that our Positive Behaviour Policy is supportive, equitable, and sensitive to the needs of all students.

Phoenix Primary uses these whole school programs and strategies to support positive student behaviour:
- Brain breaks, mindfulness practise, calm down or chill out spaces
- Virtue of the Fortnight – introduced at assembly and explicitly taught in class
- Social and emotional learning through Friendly School Plus program
- Mindful Education program
- Student Positive Behaviour Expectations matrix is displayed in every classroom

Incentives for Positive behaviour include:
- Whole school incentives —Merit Awards, Virtues cards, Aussie of the Month award, House cards and term house reward
- Individual class incentives
- Positive phone calls and emails home
- Sending students up to the Admin team to celebrate work that shows considerable improvement or outstanding effort.

Classroom procedures

A positive learning environment is purposefully created by all teachers.
Teachers promote positive engaged student behaviour by:
- Providing lessons which are relevant, inclusive and engaging.
- Selecting teaching and learning methods which are appropriate for the students.
- Establishing, teaching and reinforcing behaviours as in the whole school positive behaviour expectations.
- Consistently enforcing the agreed behaviours using calm, low key and positive responses.
- Establishing connected relationships and positive classroom atmosphere.
- Teaching Self-Management Skills and resilience in Health Programs utilizing programs such as "Friendly Schools" and "Mindful Education".
- Inclusion of daily mindfulness session in each class.
- Commending and encouraging students who are demonstrating expected behaviours.
- Modelling appropriate behaviours/values.
- Explicitly teaching the Virtue of the fortnight

Tier 1: **Includes all students.**
- Maintaining positive caring relationships with students
- Praise of students showing positive behaviours
- Intervention without halting the flow of the lesson.
- Use of low-key responses e.g proximity, scanning, body language, visual cues, facial expression, tone, pace of voice and redirection
- Managing the environment e.g seating, planned transitions.
- Refer to displayed agreed class expectations and whole school positive behaviour expectations poster.
- When discussing a behaviour, focus on the desired positive behaviour e.g., "Discuss using indoor voices", rather than, "Stop talking so loudly".
- Verbal warning stating required behaviour

Tier 2: Some students who need additional support, may be a result of a triggering event.
- Offer student a calm down/ quiet space.
- Support to self-regulate or co-regulate
- Student may be asked to go to buddy class or a reflection space if behaviour continues
- Parents contacted / parent meeting
- Behaviour tracked by teacher via Chronicle.
- Development of a Behaviour Support Plan, a Social Competency Plan or Emotional Regulation Plan if behaviour continues
- Referral to Student Services / Student Wellbeing Officer.

Tier 3: Individual students demonstrating behaviours of concern; *Individual Behaviour Support Plans*
- Support student to self-regulate or co-regulate
- Follow Behaviour Support Plan
- Teacher to complete a blue slip. Student to have a restorative conversation with Principal or Deputy Principal on the Blue bench at break time. Parents will be contacted if their child has been sent to the blue bench.
- Teacher may send Red Admin Help card to office if behaviour is severe, unsafe or persistently interrupting learning time
- Debrief with student and other affected people following an incident.
- Behaviour will be entered on Chronicle
- Parents will be contacted by class teacher or Admin team
- In-school withdrawals and suspensions actioned by Principal or Deputy Principal.
- External support agencies to be contacted for support.

Playground Procedures
All duty teachers will:
- Arrive promptly to duty area wearing a hat, yellow duty vest and duty bag
- Be visible and maintain an active presence by moving around the duty area
- Engage positively with students whilst on duty.
- Interact with students and get to know as many as possible.
- Recognise and reward appropriate behaviour with positive comments
- Students may be issued with a House Card if displaying school values particularly well.
- Use positive language such as: "We walk on hard surfaces," rather than, "Stop running."
- Respond proactively to all student concerns when approached on duty.
- Engage in a restorative conversation with students when required.

We are a Sun Smart school so students without a broad brimmed hat will be directed to play in the undercover area out of the sun.

If Student Positive Behaviour Expectations are Not Met in the Playground:
- Immediate verbal correction, student stopped briefly and reminded of expectations. Encouragement is generally the best.
- Student may be asked to stay with the Duty Teacher for a minute, for a restorative conversation
- If student is demonstrating behaviour of concern then they will be given a Blue slip from the duty bag and sent to the blue bench. The student will have a restorative conversation with the Principal or Deputy Principal. Parents will be contacted by the classroom teacher or a member of the admin team.

Behaviours of Concern

Behaviours of concern are any behaviours which are considered challenging, complex or unsafe towards other students and/or themselves and/or their environment that require more persistent or intensive responses. This can include behaviour that is a manifestation of a disability. The school will use multi-tiered systems of support to identify and plan for students with behavioural support needs and support students with complex needs.

The school will use available resources to establish case management processes for identified students, including:
- understanding the factors impacting on behaviour and identifying the student needs and the desired behaviour/s
- understanding the function of student behaviour
- developing a documented plan through engaging with and seeking input from parents, and other relevant stakeholders
- document processes for implementing, monitoring, and reviewing the plan
- collect and use data to develop, review and refine the plan

On occasions, challenging and violent behaviour from some students can compromise the safety and opportunity for other students to learn. De-escalation is always the priority. If a situation escalates, and a student becomes aggressive, teachers should consider moving their students away from the threat before engaging in it directly.

Restrictive practices, such as restraint, should only ever be used as a last resort and undertaken exclusively by the Administration Team and/or staff with the relevant Team Teach training. Restraints will only be 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.
  and
- 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.

In the event of a restraint, an Online Incident Notification report will be required to be made immediately after the incident.

Following the incident:
- Staff who were directly involved will participate in a timely debrief to reflect on the incident triggers, the effectiveness of de-escalation strategies, the necessity and policy compliance of the restraint, and identify supports required to prevent recurrence.
- The student (when calm and ready) will be supported through a restorative debrief focused on restoring emotional safety and relationships, using simple, respectful questions to understand what happened, how they were feeling, what they need, and how we can help them respond safely in the future.

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/carers and written in the documented plan.

Good Standing

Good Standing refers to the status of students who have demonstrated expected behaviours reflecting our school values of courage, creativity, kindness, resilience and respect. It emphasises the importance of students taking responsibility for the choices they make daily which impact academically and socially on themselves and others. **Students with Good Standing are able to participate in all school extra-curricular activities including incursions and excursions and are eligible to represent the school in sporting, musical and social activities.**

All students commence the school year with Good Standing status. It is the responsibility of each student to maintain their Good Standing.

Loss of Good Standing

A student who chooses to behave in a manner that does not demonstrate our school values will lose their Good Standing status.

Behaviours that could result in loss of Good Standing include but are not limited to:
- Intentional physical violence towards another student or staff member.
- Threats of violence towards another student or staff member.
- Damage or theft of property belonging to another student or the school.
- The use of profanities, racist or insulting language
- Repeated refusal to follow a staff member's instructions
- Being referred to the office for severe or repeated behaviour issues
- Leaving school grounds
- Suspension (in school or out of school)
- Bullying (including cyberbullying)
- Communicating offensive, inappropriate online messages that may bring the school's reputation into disrepute or cause distress to other members of the school community.
- Displaying anti-social behaviours in school uniform in the community or bringing the school into disrepute

Consideration will be given to students with complex needs and/or disability, a student's developmental needs, and extenuating circumstances that have resulted in unproductive behaviours. Any decision to withdraw or maintain Good Standing will be at the discretion of the Principal.

Good Standing will be lost for a period of four school weeks after which the student will meet with a member of the Admin team and it will be reinstated if there have been no subsequent behaviour incidents. Loss of Good Standing will be recorded in Chronicle by a member of Administration.

If a student leader (Prefect, House Captain, Eco Warrior) loses their Good Standing they will also lose their role as a student leader for that period of time. Any subsequent loss of Good Standing may result in permanent loss of their leadership position.

Withdrawal and Suspension

The Principal may withdraw or suspend a student from a class and/or classes as a result of a serious breach of school behaviour expectations.

Withdrawal

Withdrawal will be applied as close as possible to the time of the behaviour of concern and used to provide an opportunity for the student to:
- calm down, in circumstances where they have become unable to self-regulate
- reflect on and learn from the incident, including engaging in restorative processes
- continue a learning activity in a less stimulating environment.

Withdrawal is not 'in-school suspension' and does not affect the student's attendance. Where required, recess, lunch and/or toilet breaks will be provided to the student, which may differ from the regular school timetable. Whenever a student is withdrawn parents/carers will be informed regarding the reason for withdrawal and the length of the withdrawal period.

Suspension

A student may be suspended for a severe behaviour incident. Suspension is a last resort and made on a case-by-case basis.

In line with Department Policy, automatic suspension may apply to students in cases where:
- the student physically attacks other students or instigates fights.
- the student chooses to film or share fight content or promote violence.
- the student physically attacks staff

Suspension is used as an opportunity for:
- the student, other students and staff to calm and recover
- everyone to reflect on, and learn from, the incident, including participating in restorative processes
- the parent to meet with school staff to discuss how to improve support for the student.

Suspension also gives school staff the opportunity to:
- re-establish the good order of the school
- evaluate the effectiveness of the students existing behaviour support plan
- meet with any internal and external stakeholders who can support the student
- seek advice on how better to support the student
- identify and plan supports and adjustments that may be required

Whenever a student is suspended, parents/carers will be informed regarding the reason for suspension and the number of days the suspension will be in place.

A re-entry meeting will be held with the parents/carers, admin team and student when the student returns to school. The aim of this meeting is a restorative discussion to reduce future negative behaviour and develop a behaviour support plan.

The principal has the right to suspend but they can delegate this authority to the Deputy Principal if unavailable.

Bullying

Phoenix Primary School is committed to providing a safe and inclusive environment for students, parents, staff and visitors. All members of the school community have the right to a safe and respectful environment. We acknowledge and understand that:

- Bullying behaviour may have a negative effect on student's social and emotional wellbeing and ability to participate in school.
- Harassment on the grounds of sex, race, colour, religious belief and physical impairment is illegal.
- Victims need appropriate support.
- Students who exhibit bullying behaviours need support in learning alternative social actions.

What is Bullying

Bullying occurs when a child, or a group of children, deliberately and repeatedly upset, harass, intimidate, threaten or hurt another child or damage their property, reputation or social acceptance. This behaviour is done with the intention of causing physical, social and/or psychological harm.

There is an imbalance of power, or perceived power, in incidents of bullying, where the bully or bullies have more power than the victim due to their age, size, status, siding of other children with the bully, or other reasons. Bullying may be obvious (overt) or hidden (covert) physical and/or social and includes online digital platforms and devices (cyberbullying).

A bystander is someone who is present when the bullying behaviour occurs and does not take any positive steps to stop it. Being a bystander can encourage the behaviour to continue. Behaviour that causes harm, either physical, social or psychological, should be reported to an adult straight away.

BULLYING IS NOT OK

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders.

Types of Bullying

- Physical bullying: e.g. hitting, poking, tripping, pushing or damaging someone's belongings, unwanted touching, stealing.

- Verbal bullying: e.g. name calling, insults, put downs, homophobic or racist remarks, verbal abuse.

- Social bullying: e.g. lying, spreading rumours, playing nasty jokes, mimicking, deliberately excluding someone.

- Psychological bullying: e.g. intimidation, manipulation, stalking.

- Cyber bullying: e.g. using technology (such as email, blogs, mobile phones, chat rooms, social networking sites etc.) to verbally, socially or psychologically bully.

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 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

Prevention

Whole School strategies include:

- Maintaining a proactive approach to addressing bullying
- Buddy classes between older and younger students
- Increasing community awareness of bullying through newsletters, social media and Bullying No Way! Day

Classroom strategies include:

- developing supportive and inclusive classroom environments;
- implementing teaching and classroom management strategies that teach and encourage positive behaviours, and address negative behaviours effectively;
- implementing teaching and learning programs to develop positive communication, empathy, emotional regulation, assertiveness and social skills;
- encouraging and supporting help-seeking and positive bystander behaviour;
- using social problem solving approaches to resolve peer based conflicts;
- implementing strategies from resources from the Office of the eSafety Commissioner to promote cyber safety and positive digital citizenship.

Playground strategies include:

- coordinating a highly visible and active approach to playground supervision;
- implementing identification of and supervision adjustments to high-risk situations and settings;
- providing developmentally appropriate, unstructured break activities and playground equipment;
- recognising and reinforcing positive playground and pro-social behaviour; and
- whole school processes for responding to playground issues.

Responding to Bullying

ALL INCIDENTS of bullying should be reported to the school.

When staff become aware of bullying, they will:

- Gather information: Speak to the students, including bystanders, to understand what is happening and why. Is it a one-off incident or repeated incidents?
- Intervention and Support:
  o Work with the students involved using restorative strategies.
  o Develop an Action Plan in collaboration with students and gain agreement on strategies
  o Determine logical consequences.
  o Contact families to discuss and outline how the situation is being addressed. Gain support from all families involved.
- Refer to services: if required, students may be referred to Student Services for additional support e.g student wellbeing officer.
- Monitor & Follow up: Schedule regular follow-up meetings to determine the effectiveness of the Action Plan and ensure safety is restored and relationships are repaired.

For behaviour deemed by the Principal or a Deputy Principal to be severely inappropriate, the student will be sanctioned in a manner appropriate to the behaviour including the loss of Good Standing and/or Suspension.

Supporting documents

Department of Education
- School Education Act 1999 (WA)
- Student Behaviour in Public Schools Policy and Procedures (2023)
- Disability Discrimination Act 1992
- Aboriginal Cultural Standards Framework
- Standing together against Violence

School documents
- Code of Conduct
- Student Services Guidelines