



Poynter Primary School

Positive Behaviour Guidelines

At Poynter Primary School we provide high quality learning opportunities for students to fulfil their academic, creative, social and physical potential. Students engage in rich, diverse and challenging curricula, empowering them to become active global citizens.

THE POYNTER WAY

RESILIENCE CONFIDENCE ORGANISATION GETTING ALONG PERSISTENCE COMPASSION

Aims:

- Engage the whole school community as partners to build a culture of positive behaviour and give a voice to all stakeholders.
- Maintain a positive, optimistic view of children, developing support systems within the school to foster positive behaviour engagement.
- Foster opportunities for student growth.
- Develop systems that support the wellbeing of staff in order to build capacity for teaching social and emotional learning for all students.
- Embed responsive systems, procedures and practices to support a culture of positive behaviour and sustain positive relationships.

An overview of the Positive Behaviour Guidelines




We acknowledge that all parties, including non-teaching staff, education assistants, teachers, school administrators and parents/caregivers need to share responsibility for modelling and teaching children appropriate behaviour as well as the values of success at Poynter Primary School. This plan seeks to facilitate clear understandings about processes, structures and procedures related to building a culture of positive behaviour, as well as to outline the support that teachers can expect from the rest of the school community in fostering positive student behaviour.

Positive behaviour support is at the heart of our whole school approach to behaviour management. At Poynter, we base these practices on developing positive relationships with all students, have clarity on expectations, use our key values, best pedagogical strategies, and low-key informal responses. These practices are preferred as they acknowledge that all students may need support to make positive choices and decisions. Our actions and responses are educative in nature, not punitive. Teachers address individual situations using a restorative, solution focused approach when working with students.

At Poynter, we strive to support students at work and play. We provide a safe, inclusive, and stimulating environment as this is crucial in the development of the whole child. Linked into our Positive Behaviour Guidelines is our Good Standing Policy, which has been designed for all students in line with the Department's Good Standing Policy. This policy has been developed to ensure safety, fairness, and equity. Students meeting our behavioural expectations can fully participate in all school extra-curricular activities. Good Standing

emphasises the importance of taking responsibility for choices students may make which may adversely affect their safety and learning, and the learning and safety of others.

Poynter is committed to upholding and valuing the whole school community and its contributions to positive behaviour outcomes.

Respectful engagement	It is expected that parents and carers and/or visitors to our schools will:	Parents and carers and/or visitors to our schools demonstrate this by:
<p>Culture</p> 	<ul style="list-style-type: none"> • recognise every student is important to us • contribute to a respectful school culture • promote and model good behaviour • work together with staff to resolve issues or concerns • respect the right of staff to disconnect from work outside of school hours • share responsibility in creating safe and secure learning environments 	<ul style="list-style-type: none"> • respecting the diversity of our schools and the right to an education for every child • always communicating respectfully about our schools and our staff • not engaging in malicious or judgmental gossip in person, in writing, or on social media; about our students, staff and school community members • raising concerns early with a staff member, the principal or the Department of Education directly • understanding sometimes compromises are necessary, to find an acceptable solution to concerns raised • understanding that obstacles, barriers and disappointments are part of the growth journey • supporting children and young people to work through difficulties and build resilience
<p>Communication</p> 	<ul style="list-style-type: none"> • be mutually respectful • act as positive role models • actively help to solve concerns • use the school's communication channels and processes to address concerns 	<ul style="list-style-type: none"> • appreciating that school staff may not be available to respond immediately • knowing that staff will respond to appropriate communication when they are able • requesting a meeting to discuss any concerns about your child's education – allowing staff time to prepare and appreciating their time may be limited • not using offensive, insulting and derogatory language; and inappropriate conduct • being kind when interacting with others
<p>Collaboration</p> 	<ul style="list-style-type: none"> • work with the school to provide a safe and productive learning environment • ensure your child attends school ready to learn • know and support the school's Student Good Standing Policy • schedule meetings at an agreed time, for an agreed purpose 	<ul style="list-style-type: none"> • maintaining professional relationships that are open, honest and respectful • taking responsibility for your child arriving and leaving school safely on time every day • supporting your child to understand and follow the Student Good Standing requirements • scheduling an appointment to meet with the teacher or principal

Connect and Respect

Every student, staff member, parent or carer has the right to feel safe and be safe in our schools.

We all share a responsibility for providing a safe, supportive and productive environment, free from bullying, harassment, discrimination and violence.

What we can all expect:



mutual respect



good behaviour



open communication



respect for each other's time

We will not tolerate:



offensive, insulting or aggressive language



malicious or judgemental gossip



using social media disrespectfully



any form of violence

Department of Education 2024, *Connect and Respect*
<https://www.education.wa.edu.au/connect-and-respect>

Shared and respectful expectations and values will enable us to work together in the best interests of our children.

The Poynter Way: Student Behaviour Guide

THE POYNTER WAY



RESILIENCE

I will follow The Poynter Way during games and activities. I will respond appropriately, with a growth mindset, when things don't go my way, or I don't succeed at a task.



ORGANISATION

I will be organised with my belongings and time. I will try my best to keep my workspace, the classroom and the school grounds neat and tidy.



CONFIDENCE

I will remind myself that I am capable and that I can have a go at new and tricky things.



GETTING ALONG

I will be respectful of others at all times, including respecting their ideas, thoughts, feelings, personal space and property.



PERSISTENCE

I will not give up when faced with a challenge. I will give my best effort in all situations. I will accept that failure is part of the learning process.



COMPASSION

I will treat others with kindness and be thoughtful of all people. I will help those in need.

Positive reinforcement strategies:

- Student’s achievements can be celebrated at assembly and in the newsletter.
- Student’s work can be displayed around the school.
- Individual class reward systems at teacher discretion within agreed parameters. No food or prizes will be given as ‘reward’.
- Visiting the Principal or Associate Principals for recognition of excellence in work or behaviour.
- Aussie of the Month Award.
- End of Year Awards (Citizenship/Academic).
- Poynter Way Certificates.
- Parent communication.

Good Standing

The Good Standing Policy supports The Poynter Way values of respect, compassion, confidence, resilience, persistence and organisation. It also supports our mission of providing high quality opportunities for students to fulfil their academic, creative, social and emotional, and physical potential within a safe and caring environment. The Good Standing Policy reflects the established shared expectations and responsibility of behaviour for students at Poynter Primary School, as shared and valued by the Department of Education’s Connect and Respect Policy. Good Standing is a status all Poynter students are granted at the start of each year or when they enrol at Poynter Primary School.

Students with Good Standing are eligible to participate in extra curricula activities such as incursions, excursions, camps, student leadership positions, before and after school events as well as representing the school in sporting, musical and cultural events.

The Good Standing Policy applies from Years 1 to 6. It is the responsibility of each student to maintain their Good Standing by making positive choices that comply with the Poynter Student Behaviour Guidelines. For Kindy and Pre-primary students, the Positive Behaviour Guidelines still apply; however, due to their developmental level of understanding the Good Standing Policy will not apply.

GOOD STANDING	CAUTION – Strike	LOSS OF GOOD STANDING
All students have assumed good standing and participate in all classroom, school and extracurricular activities.	A caution and strike will be issued, at the discretion of Administration, when a student breaches the Student Behaviour Guide. The student will participate in all classroom, school and extracurricular activities. In addition, parents have been informed by Administration that the student is under caution. A record of the behaviour and strike will be entered into Integris. Therefore, unless an improvement in behaviour is demonstrated at school, a loss of Good Standing may occur.	Upon receiving their third strike, immediate loss of Good Standing will occur. The student will not be allowed to participate in activities outside of the regular classroom time. In addition, the student and parents have been informed that there is a loss of Good Standing.

Loss of Good Standing

The school Administration reserve the right to make the choice as to loss of Good Standing. The decision will be on an individual case basis, with specific circumstances and historical behaviour records considered.

The loss of Good Standing may occur after a suspension or series of behaviours that are not aligned with the Student Behaviour Guide. These behaviours include but are not limited to:

- physical aggression and/or assault
- verbal intimidation of a student or staff member
- damage to property
- theft

Re-instatement of Good Standing

A restorative and educative process will be implemented to re-establish appropriate and expected behaviour following the loss of Good Standing. An individual plan may be developed depending on specific circumstances, including identified areas for improvement, strategies, milestones and desired outcomes. The development of the plan will occur between Administration, the classroom teacher and parents.

Good Standing will be reinstated when the student has demonstrated the appropriate and expected behaviour over a period determined in consultation with teaching staff and Administration.

The Poynter Way Student Behaviour Guide

The Poynter Way Expectations	Breaches of the Poynter Way	Responses*
<ul style="list-style-type: none"> • Treat others with respect and kindness • Follow classroom instructions and guidelines • Respect others' learning • Play safely with others in designated areas • Respect school equipment and property • Eat in designated areas and put all litter in the bin • Wear a hat all year round • Walk on pathways • Use equipment appropriately and safely • Complete tasks as required and in a reasonable amount of time • Use appropriate language 	<ul style="list-style-type: none"> • Refusal to follow directions from staff • Engaging in physical or verbal conflict • Not treating property and belongings with respect • Leaving school grounds • Using inappropriate or disrespectful language • Repetition of minor behaviours that do not align with The Poynter Way • Leaving the classroom without permission • Inappropriate use of computers, electronic devices or internet 	<ul style="list-style-type: none"> • Reminder of the expected behaviours as per the Poynter Way • Temporary separation of student from the activity or situation for reflection and self regulation • Teacher discussion with parents/caregivers • Discussion with duty teacher to resolve conflict and realign with The Poynter Way • Repeated, unchanging or escalated behaviours to be referred to Administration using Student Behaviour Referral Form, at teacher discretion • Moderate and severe breaches to be referred to Administration via Student Behaviour Referral Form <p>Administration will liaise with relevant teaching staff and other parties involved to examine the incident, using professional judgement. Dependent upon the situation, outcomes may include one or more of the following:</p> <ul style="list-style-type: none"> • Restorative discussion and reflection with Administration staff • Restorative Practice Behaviour Reflection during recess or lunch • Parent contact • Temporary withdrawal from activity or class • Separate lunch or recess • Strike towards and/or loss of Good Standing • Suspension and where appropriate, Behaviour Support Plan <p>These procedures may be modified for students with additional needs, subject to the specific circumstances.</p> <p><i>Consistent demonstration of behaviours that do not align with The Poynter Way will be entered into Integris by the classroom teacher.</i></p>
<p>Red Card Emergency</p>	<p>Where an injury or serious behaviour occurs that requires immediate, urgent assistance and/or intervention, a red card will be sent to the office.</p>	<p>Administration to immediately attend the classroom or outdoor area. Following urgent management, Administration will examine the situation and respond accordingly with medical and/or behavioural follow up.</p>

* Poynter Primary School staff will use experienced and professional discretion when categorising and managing behaviour.

Tiers of Student Behaviour Support

TIER 1

Whole school proactive and preventative guidelines which promote positive behaviours and maintain a safe, respectful learning environment at all times, for all students, as outlined in The Poynter Way Student Behaviour Guidelines. Teaching staff discuss and regularly reinforce expectations by:

- Building and maintaining strong relationships with students and parents/caregivers.
- Establishing effective routines, predictable classroom practices and safe learning environments.
- Providing feedback which addresses breaches of positive behaviour expectations.
- Recognising, affirming and reinforcing students' behaviours as listed, but not limited to The Poynter Way Student Behaviour Guidelines.

TIER 2

In conjunction with all Tier 1 strategies, intervention for students which addresses continual low-level behaviours and/or major behaviours as listed (but not limited to) in The Poynter Way Student Behaviour Guidelines. Intervention may include one or more of the following:

- Student Services involvement: Associate Principal, Principal, School Psychologist and/or School Chaplain
- Restorative process (written and/or verbal dependant on the situation) facilitated by Student Services team including, repairing relationships and empowering students to take responsibility for their actions. This can be done by linking cause and effect, understanding point of view, making positive choices and establishing tools for resolving conflict.
- Where deemed necessary, a Behaviour Support Plan will be written, which identifies antecedents, target behaviours and provides appropriate strategies and supports to achieve stated goals. All plans will be written and approved in collaboration between parents/caregivers, teachers, and Administration.
- Discussion with parents/caregivers in conjunction with the Good Standing policy, including potential loss of Good Standing or issue of caution and strike.

TIER 3

In conjunction with all Tier 1 and Tier 2 strategies, targeted intervention for individual students, which addresses major behaviours as listed (but not limited to) in The Poynter Way Student Behaviour Guidelines. Intervention may include one or more of the following:

- Student Services involvement: Associate Principal, Principal, School Psychologist and/or School Chaplain
- Restorative process (written and/or verbal dependant on the situation) facilitated by Student Services team including: repairing relationships and empowering students to take responsibility for their actions. This can be done by linking cause and effect, understanding point of view, making positive choices and utilising effective tools for resolving conflict.
- A documented Behaviour Support Plan will be implemented, identifying target behaviours, with appropriate strategies to achieve desired goals. Plans will be written and approved in collaboration between parents/caregivers, teachers and Administration.
- Discussion with parents/caregivers in conjunction with the Good Standing policy, including loss of Good Standing or issue of caution and strike.
- External support and agencies may be engaged, for example SSEN:B.

