

Student Wellbeing and Engagement Policy



Learn Grow Care

Effective: January 2026
Review Date: January 2028

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RATIONALE

At Wirrabirra Primary School (WPS), a positive school culture is created and maintained through consistent whole school approaches that engages students in a culturally responsive, safe, inclusive and supportive learning environment. A strong focus is placed on supporting the individual student to be responsible for their own attitude and behaviour.

As a community we have high expectations of one another and mutual respect. When everyone in our community models and reinforces appropriate and respectful behaviours, this has a powerful and positive impact on students.

At Wirrabirra Primary School we adopt a restorative approach to managing and supporting student behaviour. We implement proactive and preventative strategies and provide targeted and individual interventions to support positive behaviour and strengthen student's personal and social capabilities. This approach is essential to promoting engagement in learning and to maximise the impact of classroom teaching, allowing students to fulfill their learning potential.

Restorative practices focus on working with students and maintaining positive relationships and applying fair process in decision making. This includes consideration for students with multiple and complex needs.

LINKS TO DEPARTMENTAL SUPPORTING POLICIES

- DoE Student Behaviour in Public Schools Policy
- DoE Student Behaviour in Public Schools Procedures
- DoE Students Online in Public Schools Policy
- DoE Students Online in Public Schools Procedures
- DoE Student Mobile Phones in Public Schools Policy
- Standing Together Against Violence
- Bullying

ROLES AND RESPONSIBILITIES

Students have the RIGHT to:	Students have the RESPONSIBILITY to:
<ul style="list-style-type: none"> • learn in a purposeful and supportive environment. • work and play in a safe, secure, friendly and clean environment. • respect, courtesy and honesty. 	<ul style="list-style-type: none"> • ensure that their behaviour is not disruptive to the learning of themselves or others. • ensure that the school environment is kept neat, tidy and secure. • ensure that they are punctual, polite, prepared and display a positive manner. • behave in a way that protects the safety and wellbeing of themselves and others.
Staff have the RIGHT to:	Staff have the RESPONSIBILITY to:
<ul style="list-style-type: none"> • respect, courtesy and honesty. • teach in a safe, secure, supportive and clean environment. • co-operation and support from parents and carers. 	<ul style="list-style-type: none"> • model respectful, courteous and honest behaviour. • ensure that the school environment is kept neat, tidy and secure. • establish positive relationships with students, families and colleagues. • Informally and formally report student progress to parents/carers. • Provide learning opportunities to maximise each student's progress. • communicate regularly with parents on student progress.
Parents/Carers have the RIGHT to:	Parents/Carers have the RESPONSIBILITY to:
<ul style="list-style-type: none"> • respect, courtesy and honesty. • be informed regarding curriculum material, behaviour management procedures and decisions affecting their child's health and welfare. • be informed of their child's progress. • access appropriate education for their child. • be heard on matters relating to their child's education in an appropriate manner and forum. 	<ul style="list-style-type: none"> • ensure that their child attends school on time. • ensure that their child is physically and emotionally prepared for school. • ensure that their child is provided with appropriate materials to make effective use of the learning environment. • model respect, courtesy and honesty. • work in partnership with the school to provide the best learning opportunities for their child.

ROLES AND RESPONSIBILITIES

Principal and Deputy Principals have agreed to:

- Communicate high expectations for the way the school community conduct themselves.
- Provide a link between parents and staff.
- Maintain and support the WAPBS Team.
- Support staff with behaviour management and professional development.
- Ensure consistency in the implementation and maintenance of the behaviour management recording and reporting procedures throughout the school.
- Facilitate teacher/parent/carer/child conferencing where required.
- Provide new staff and relief teachers with support in implementing whole school behaviour support procedures.
- Provide support with the development of Individual Behaviour Support Plans and Risk Management Plans.
- Monitor and review the School Behaviour Support Policy and Processes on a regular basis.
- Communicate to parents the school's Behaviour Support Policy and Procedures Guidelines and departmental policies.

Teachers have agreed to:

- Establish and maintain a positive learning environment.
- Explicitly model, teach, monitor, reinforce, reward, and reteach expected behaviours.
- Document student unproductive behaviour and correctional strategies used.
- Develop, implement and review Individual Behaviour Management and Risk Management plans.
- Work collaboratively with administration and other key stakeholders to develop behaviour plans for Students at Educational Risk and when communicating with families about student progress and behaviour.
- Utilise CMS (Classroom Management Strategies) in response to low-key incidences of behaviour.
- Consistently apply and model the school's behaviour management guidelines and expectations.
- Contribute to the review of the School Behaviour Support Policy and Procedures by engaging in the process.

Allied Professionals have agreed to:

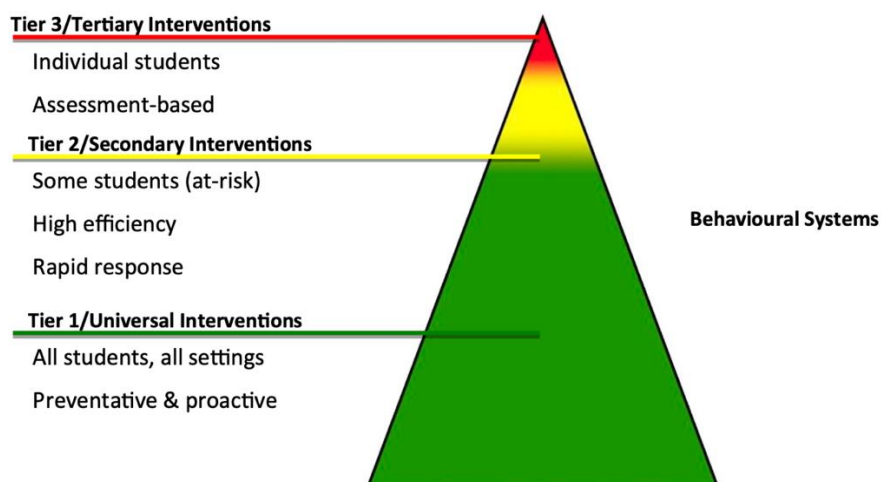
- Model and reinforce Wirrabirra Primary School expected behaviours and apply the school's Behaviour Support Policy.
- Contribute towards a positive classroom/school environment.
- Establish positive relationships with students, staff, parents, and caregivers.
- Work collaboratively with administration and other key stakeholders to develop behaviour plans for Students at Educational Risk.
- Contribute to the review of the School Behaviour Support Policy.

WAPBS AT WIRRABIRRA PRIMARY SCHOOL

What is Western Australian Positive Behaviour Support (PBS)? The WAPBS program helps schools to create positive learning environments by developing proactive whole school systems to define, teach and support appropriate student behaviours. WAPBS applies evidence-based approaches, practices and strategies for all students to increase academic performance, improve safety, decrease unproductive behaviours and establish a positive school culture. WAPBS places a major focus on prevention, and the following key elements help to create a safe, positive and productive learning environment:

- Clearly defined and taught behaviour expectations. Staff teach behaviours as they would teach academics or any other skill. Staff repeat this process until students learn from the new behaviours.
- Consistent and frequent acknowledgement of appropriate behaviour. A school wide focus on all staff giving students high rates of positive performance feedback is important because it can improve the interactions between students and staff and therefore improve the school climate. We want to establish a positive school climate in which compliance receives more attention than non-compliance.
- Constructively and specifically addressing problem behaviour. Introducing, modelling and reinforcing positive social behaviour is an important step of a student's educational experience. Teaching behavioural expectations and rewarding students for following them is a much more positive approach than waiting for misbehaviour to occur before responding.
- Effective use of behaviour data to assess and inform decision making. PBS is an evidence-based research approach which has resulted in increased time for instruction, an increase in positive behaviours school wide and a decrease in disruptive behaviours. Data is collected ongoing, and this data is used to drive the program.

WAPBS consists of three tiered systems running simultaneously in the school. The first, Tier 1, caters for all students at all times. Tiers 2 and 3 offer more targeted strategies and interventions for students requiring additional support in demonstrating expected behaviours.



WAPBS TEAM PURPOSE STATEMENT

Our purpose is to implement Positive Behaviour Support to establish a whole school process that is shared by everyone. Through consistent high expectations, explicit teaching and common language, we create a positive, safe and supportive school environment. We inspire students to achieve academic and social success, while building strong, respectful relationships within our school and community.

BEHAVIOUR MATRIX

Staff, students and the school community have agreed upon the school ethos of:

- Learn
- Grow
- Care

These values are the core expectations of our Behaviour Matrix (Refer to Appendix 1). The Behaviour Matrix explicitly informs staff, students and visitors to the school of the behaviour expected for all contexts within the school. This matrix also forms the behaviour curriculum to be explicitly taught to our students. WAPBS at Wirrabirra Primary School is endorsed by our mascot, Quinny the Quenda.



ENCOURAGEMENT SYSTEMS AND REWARDS

- QUINNIES – These are tokens (Refer to Appendix 2) that are used as a whole school approach to acknowledge positive behaviours as outlined in the Behaviour Matrix. As staff hand a token to a student, they will deliver a statement articulating to the student what the acknowledgement is for (for example, *I am impressed by how well you are listening right now, thank you for being respectful, or I am pleased to see you tried that problem again and did not give up, thank you for being resilient*). The expectation is that staff should be handing out a minimum of five (5) Quinnies each day.

Additionally, classroom and specialist teachers are expected to have their own reward system in place to acknowledge and encourage positive behaviours. These may include (but are not limited to): Sticker charts, marbles in a jar, in-class Quinny prize draw or group points.

- QUINNY QUEST - At the beginning of each week, there will be a brief assembly at 8:50am in the New Undercover Area. This assembly will support our current PBS Focus and set expectations for the upcoming week. One PBS Award (Refer to Appendix 3) per class will be handed out and one

student from each class will be randomly drawn from their class Quinnies to select a prize.

- **LEARN, GROW, CARE ASSEMBLY** - The assembly will be hosted by a selected class and occur every even Wednesday, at 1:50pm in the New Undercover Area. At this assembly, a Learn, Grow, or Care award (Refer to Appendix 3) per class will be presented to celebrate student achievements within the classroom and wider school community. The councillor awards will also be presented at the assembly.
- **ADVANCED STANDING ASSEMBLY AND ACKNOWLEDGEMENTS** – An assembly will be held on the last Wednesday in each term at 1:50pm in the New Undercover Area to celebrate the students who have achieved and maintained their Advanced Standing. The current Advanced Standing students will also go into a draw to win a reward/prize to recognise and celebrate their excellence across all aspects of school life.
- **FACTION REWARDS** – Quinnies are tallied each week into factions and at the end of each term the winning faction is celebrated with a reward.
- **END OF YEAR AWARDS** – Student achievement and success for each class is also recognised at the end of year Celebration Assembly.

BUDDY CLASS

Throughout the term on some Wednesday afternoons, our senior and junior primary school classes and Education Support Centre classes are buddied up to participate in explicit lessons on a targeted PBS focus behaviour. The PBS focus behaviour is derived from school data analysis and is reflective of the matrix.

Our explicit PBS lessons are supported through the PAtHs program (Promoting Alternate Thinking Strategies). The school embeds the social and emotional learning curriculum within the PAtHs program. The goals of the program are to improve children's social problem solving and capacity to manage their emotions. This program is a whole school approach and is implemented in all classes from Kindergarten to Year 6.

MINOR BEHAVIOURS

At Wirrabirra Primary School there is a common understanding of what constitutes a minor and major behaviour (Refer to Appendix 4).

All staff use a consistent approach to behaviour management across the school, and our practice is based on the CMS (Classroom Management Strategies) program under a PBS framework. By implementing CMS (Refer to Appendix 5) across the school, students are aware that they have choices and that these choices lead to logical consequences. CMS gives the students the opportunity to take control of

their own behaviour and make decisions with regard to it. CMS provides teachers with a workable, practical set of strategies for managing student behaviour.

All minor behaviours are managed at the classroom/playground level. Remember to look for the teachable moment, this is an opportunity to help students correct their behaviour rather than punish.

Minor playground incidents, once managed by the duty teacher, may be emailed to the classroom teacher as an FYI. There is no expectation for the classroom teacher to follow up or further manage these incidents.

Teachers are expected to track minor behaviours using a tracking sheet, spreadsheet or another method which meets their needs. These are not required to be entered on Chronicle. Communication with parents regarding minor behaviours is to be managed by the classroom/specialist teacher and recorded on Chronicle. Communication by the classroom teacher with parents should be regular for both positive and ongoing minor behaviours. An email or quick phone call is sufficient.

MAJOR BEHAVIOURS

If there is an incident that is deemed Major and is severely disruptive or dangerous in nature, it needs to be referred to the office using a Behaviour Support Referral form immediately or as close to the incident as possible (Refer to Appendix 6). In the case of a major behaviour where students or staff are at immediate risk, a red card is to be sent to administration for urgent assistance. If non-urgent assistance is required, an orange card can be sent to administration. These cards are located in each classroom and learning area.

The leadership team will investigate and manage these behaviours. This will be recorded in Compass and the classroom teacher notified by email. Parents will also be notified by administration.

One of the following consequences (whichever is most appropriate) will be implemented:

- A restorative conversation where the behaviour is unpacked and a discussion around correcting the behaviour is conducted.
- A detention at Break 1 or 2 (or both).
- A withdrawal where the student spends part of the day in the office.
- An in-school suspension.
- An out of school suspension.

GOOD STANDING POLICY

At Wirrabirra Primary School, we believe learning is enhanced in a welcoming, inclusive, collaborative and caring environment. We aim to challenge our students to actively better themselves and include our wider school community in this process. The Good Standing policy supports this belief by acknowledging and rewarding exemplary behaviour, attendance and work ethic whilst emphasising the importance

of taking responsibility for negative choices students may make that impact their learning and the learning of others. This policy works in conjunction with our whole school Student Behaviour Management Policy.

GOOD STANDING

All students begin each new term with Good Standing. Those who consistently meet our schoolwide PBS behaviour expectations and attendance targets in order to maintain their Good Standing are eligible for faction and class rewards, incursions/excursions, discos, carnivals, etc. that occur throughout the year.

LOSS OF GOOD STANDING

A student may lose their Good Standing for:

- Intentional physical violence against another member of the school community.
- Threats, harassment or intimidation of another member of the school community: this includes bullying.
- Intentionally damaging school or another's personal property.
- Disrupting the good working order of the school.

Good Standing status will be revoked by the leadership team in consultation with the classroom teacher. Parents will be notified. Students who have lost their Good Standing are ineligible to attend camp, school reward days and non-curriculum-based excursions/incursions.

Students who lose their Good Standing will be provided with extra support to regain their Good Standing. Students will be placed on a Regaining Good Standing Progress Tracker (Refer to Appendix 8) to be completed by the class/specialist teacher. At the end of each day, the student will present to administration to have their day signed off by the deputy aligned to their year level. Students in Years 3 to 6 must complete 5 consecutive days of positive behaviour and students in Pre-Primary to Year 2 will need to complete 3 consecutive days of positive behaviour on the behaviour tracker in order to regain their Good Standing.

If students are unsuccessful in regaining their Good Standing after two weeks, they will be referred to our SAER team for further intervention.

ADVANCED STANDING

A student may achieve Advanced Standing status by:

- Consistently exceeding the expectations of the PBS matrix.
- Maintaining an attendance rate of 90% as expected by the DOE.
- Consistently wearing full school uniform including a school hat.

There are four levels of Advanced Standing that a student can attain over the course of a year.

- White (first available end term 1).
- Bronze (first available end term2).
- Silver (first available end term 3).
- Gold (first available end term 4).

Students will be nominated by their teacher and approved by administration. These students' will be acknowledged at the Advanced Standing Assembly held at the end of each term where they will be presented with a certificate (Refer to Appendix 7) and enter the Advanced Standing Draw for a range of prizes and rewards. Parents will be notified.

Each new level is achieved by maintaining the prior Advanced Standing level for the term.

Advanced Standing does not apply to Kindergarten or Pre-primary students; they participate in the Good Standing process and become familiar with the PBS behaviour expectations that are developmentally appropriate.

Students who have maintained or achieved their Good or Advanced Standing will participate in a whole school reward at the end of term. Students who do not have Good Standing will be supervised by administration staff.

Advanced Standing students will be invited for a special lunch with the leadership team in the staffroom to celebrate their achievement.

LOSS OF ADVANCED STANDING

A student with Advanced Standing may lose their status for:

- Continued minor classroom infractions.
- Continued minor playground infractions.
- Attendance rate falling below 90%.
- Failing to meet uniform requirements.

The decision to revoke a student's Advanced Standing will be made by the class teacher in consultation with the leadership team and must be clearly communicated to parents with the evidence for the decision.

Once a student loses their Advanced Standing, they may regain it the following term and will begin again at 'White' status.

*A significant infraction may result in the loss of Advanced and Good Standing.

DATA COLLECTION AND ANALYSIS

All minor behaviour will be recorded and analysed by the classroom and specialist teachers. Teachers will use this data to inform the WAPBS Team for future PBS lesson foci to ensure we are explicitly teaching expected behaviours at a point of need. This data will also be used to inform additional behaviour supports and referrals that are needed.

All major behaviour data is to be entered on Compass Chronicle by the Administration Team, who will notify teachers through the Chronicle notification chain.

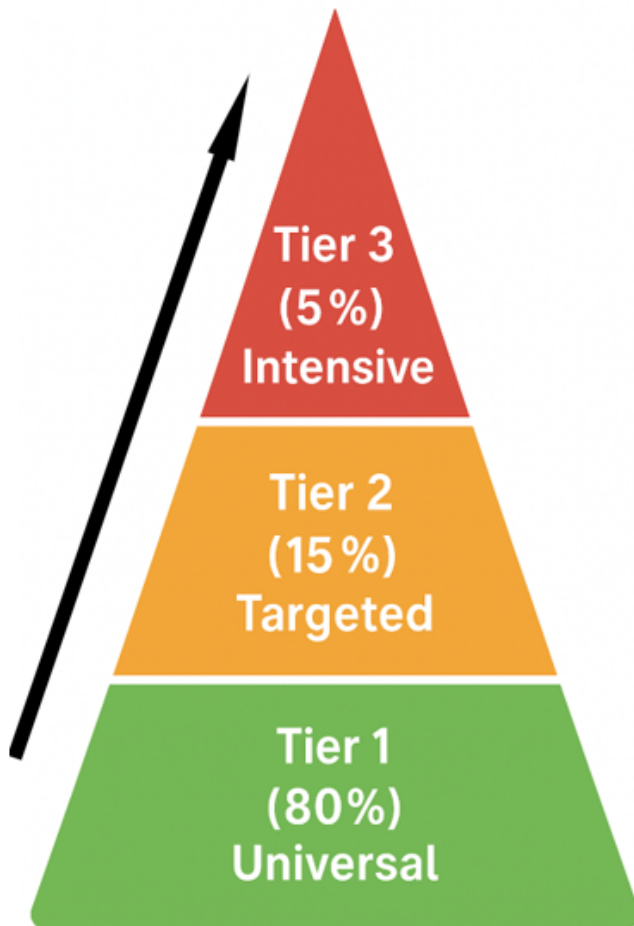
Behaviour data will be regularly reviewed through Compass' analytics at a whole school, year group, classroom and individual level to identify trends and patterns that may need addressing and to meet the needs of individual students requiring further intervention supports and strategies.

BEHAVIOUR REFERRAL PROCESS MULTITIERED SYSTEM OF SUPPORT

Principles of Behaviour At Wirrabirra, we recognise that behaviour is not innate- it is learned, shaped by context, and driven by purpose. Behaviour is also a power form of communication, offering insight into a student's needs and experiences.

Student Behaviour typically serves one or more of the following functions:

- Seeking or avoiding **sensory input**
- Seeking or avoiding a **specific activity or task**
- Seeking or avoiding **access to a physical item**



Tier 3

- If a student continues to receive multiple behaviour referrals after Tier 2 supports/intervention.
- Multiple suspensions/office withdrawals.
- Complex Behaviour Support Coordinator and classroom teacher conduct a Functional Behaviour Analysis (**FBA**) and Prevent teacher Reinforce (**PTR**) Plan.
- Risk Management Plan (**RMP**)
- SSEN BE or SSEN D request for support.

Tier 2

- Teacher develops an Informal Contract or Individual Behaviour Support Plan (**IBSP**) with student in consultation with Line Manager and Parent/Caregivers.
- Regaining Good Standing Behaviour Tracker.

Tier 1

- Positive Behaviour Support- Matrix of Behaviour Expectation- daily review, Quinny's, whole school incentives, Advanced Standing status- bronze, silver and gold.
- Classroom Management Strategies- Low Key responses, Square Off, Choice, Implied Choice.
- PBS certificates, Learn, Grow, care certificates.
- Classroom incentives and reward systems.
- Positive family communications.

TIER 2

Informal Contract

An act of cooperation between teacher and student that outlines what will occur when the student misbehaves and how they can work together to solve the problem in a positive way.

- Minimises time spent dealing with misbehaviour during class time (allows action, rather than teacher talk).
- Allows persistent problems to be dealt with using low-key responses; and
- In a positive way, indicates to the student that you wish to work cooperatively to solve the problem so that you can teach and others can learn.

Components of an Informal Contract

1. Greet student and Set Atmosphere.
2. Define the Problem.
3. Generate Alternatives.
4. Agree on Consequences.
5. Enact Closure.
6. End Conference.

Individual Behaviour Support Plan (IBSP)

If a student continues to lose their Good Standing and consistently displays unproductive behaviour a teacher can develop an Individual behaviour Support Plan using the format below. This can be developed in consultation with families and an Administration team member.

BEHAVIOUR SUPPORT PLAN

STUDENT:

D.O.B:

Background:

Likes:

Strengths:

DATE:

ROOM & TEACHER:

YEAR LEVEL:



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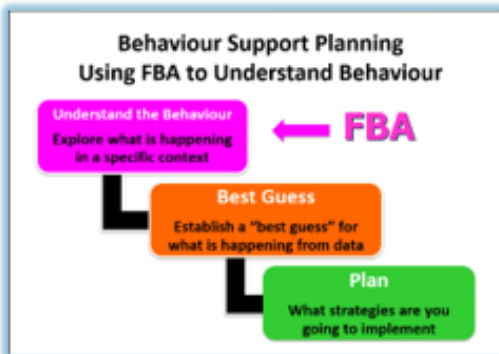
BEHAVIOUR & FUNCTION	TRIGGERS	PROACTIVE STRATEGIES	RESPONSE STRATEGIES	SKILLS TO TEACH & REINFORCE
•	•	Manage the environment. • Communication Approach • Relationship building • Positive Behaviour •	• Specialist Teachers: Maintain communication with parents for positive and negative behaviours	Aim: 1)
MONITORING:				
TEACHER SIGNATURE:		PARENT SIGNATURE:		DATE:

Please note: The above Individual Behaviour Support Plan template is located in the PBS Folder on the Teams Drive.

TIER 3

Functional Behaviour Analysis (FBA)

It is a framework for understanding behaviour.
It is used as part of a problem-solving process for understanding what is occurring in relation to specific behaviour within a certain context in order to develop a behaviour support plan.



OFFICIAL

Behaviour Support Plan
EXAMPLE Primary School

Student: Emmanuel Krakouer	Room: Mori 5	Date: 26/8/25
Teacher: Jen Locke Jessica Hong Razel Sweeney (SNEA)	Admin: Lisa Spencer	Case Manager:

UNDERSTANDING THE BEHAVIOUR

Routine Changes in staff/routines	Transitioning back from breaks	
School routines in which the behaviour occurs?		

Gain/Get	Avoid/Escape
Attention Adult	Attention Adult
Attention Peer	Attention Peer
Physical object	Physical object
Sensory Stimulation	Sensory Stimulation
Preferred Activity	Activity Task

Setting events Unmedicated Medication review What "sets up" behaviour	Antecedent Triggers Changes in routine or relief staff. Getting things wrong Non-preferred activity Publicly being addressed- feeling shame Having to get off digital devices/ devices taking too long to load Going to get his medication from the office. What "sets off" behaviour	Unproductive Behaviours Puffed cheeks/Tense body Muttering Furrowed brow Work refusal/tipping up work Retreating to calm down corner Wandering around the class Kicking and throwing furniture/objects Sweating Leaving the room Hitting school property with items Kicking items around the school Pushing over rubbish bins What does it look like?	Results Provided with an alternative activity. Choice of backroom or the office. What occurs next? Able/Not/ Activity/ Environment
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Therefore our "best guess" about the function of the unproductive behaviour is: **Avoiding Task/Adult Attention**

How likely is it that this Best Guess accurately explains the unproductive behaviour?

Not really sure					100% sure/ No doubt
1	2	3	4	5	6

Prevent Teach Reinforce Plan (PTR)

Behaviour Support Plans

- BSP must be based on the "best guess" information gathered from the FBA process
- BSP has three types of strategies
 - **Prevent** unproductive behaviour & prompt replacement behaviours
 - **Teach** replacement behaviours to replace unproductive behaviour
 - **Reinforce** replacement & desired behaviours


OFFICIAL

Behaviour Support Plan

Prevent	Teach	Reinforce
<p style="text-align: center;">Antecedent Strategies</p> <p>Strategies to eliminate or minimise known antecedents/ setting events, problem routines, triggers</p> <p>Eliminate or neutralise setting events:</p> <ul style="list-style-type: none"> • Check in to ensure Emmanuel has taken his medication. • Trial the use of a communication board to check in to see how he is feeling. <p>Eliminate or modify known triggers:</p> <ul style="list-style-type: none"> • Pre loading if there will be or is a sudden change of routine or staff member. • Offer alternative activities/advise relief staff to not engage with Emmanuel directly. • Provide medication after eating time followed by Personal Best running activity. • Prepare digital devices to make sure they are ready for use and /or provide a preferred alternative activity while waiting for the device to turn on. • Preload Emmanuel that a teacher will be available for help- participates in an alternative activity while waiting. <p>Develop and deepen staff/student relationships:</p> <ul style="list-style-type: none"> • Engage in discussions about Emmanuel's interests- spend 5 – 10minutes daily game. 	<p style="text-align: center;">Teaching Strategies</p> <p>Replacement behaviours to teach that meet the current "lay off" of the current unproductive behaviours? What? When? Where?</p> <p>Replacement Behaviour:</p> <ul style="list-style-type: none"> • Alternative activity e.g. Lego or drawing • Period 5 last 10 minutes of the day: kick a ball with a teacher chosen preferred peer. <p>Long term desired behaviour and approximation:</p> <ul style="list-style-type: none"> • Appropriately using the calming down area • Walking to the regulation station • Using the communication board or Zones of regulation to communicate needs. • Join in class activities 90% of the time <p>Skills to be taught to assist the student demonstrating desired behaviour:</p> <ul style="list-style-type: none"> • Using the Zones of Regulation to identify feelings and use appropriate strategies when he is in that zone. • Coping with changes- social stories, SEL lessons • Waiting for teacher assistance. 	<p style="text-align: center;">Maintaining Consequence</p> <p>Reinforcement strategies to reinforce the replacement behaviours?</p> <ul style="list-style-type: none"> • Positive encouragement • Quilley's • Positive communication to home • Office visits <p>Reinforcement strategies to reinforce target behaviour? (acknowledging to student, short term, mean pay off)</p> <ul style="list-style-type: none"> • Period 5 in the last 10 minutes of the day can kick a football (supervised by an SNEA) • Visual chart- earns a tick per session for a reward last period of the day. <p>Strategies to respond to unproductive behaviour?</p> <ul style="list-style-type: none"> • Provide brain breaks/alternative activity • Allow time/space- limit adult attention for unproductive behaviour. • Send an orange card if not urgent (office support) • Send a red card if urgent (office support)

RISK MANAGEMENT PLANS

A school risk management plan (RMP) is an organisation plan which identifies foreseeable circumstances where a student may be at risk due their behaviour and outlines strategies to manage the risk in the school setting. Following the strategies in the plan supports a coordinated approach to promoting safety and promoting recovery.



Behaviour Support Plan

Name: [redacted] Teacher: Mrs [redacted] / Mrs A. Treanor

Implementation Date: 06/08/2023 Review Date: Early Term 2

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Risk		
<p>[redacted] is in Year 5 and is struggling to regulate, he joined Wirrabirra Primary School in Term 1 of 2025. [redacted] displays difficulty with regulating his emotions when faced with changes and challenging situations. He requires adult support to co-regulate and choose appropriate strategies. [redacted] school year has been turbulent to date, with several suspensions for major behaviours. Behaviours include refusal to follow staff directions, walking out of class, hiding, shutting down, and using inappropriate language and gestures. Isaac is known to place objects in his mouth (Pins) and must be monitored.</p> <p>[redacted] is being monitored for his own personal safety and those around him.</p> <p>Diagnosis: Autism Spectrum Disorder and Otitis Media (he can experience difficulties hearing).</p>		
Risk	Strategies	Responsibilities
Classroom Arrangements	<ul style="list-style-type: none"> [redacted] to have a 'safe' desk buddy [redacted] to have a 'safe place/calm down' space in the classroom [redacted] to have modified work to regain confidence and participation in less preferred activities Allow [redacted] to draw and listen to instructions – when required Trial noise cancelling headphones in the classroom to support regulation [redacted] to have access to a 'Chill out Pass' so he can leave the room and come to the office for a reset. Negotiation of frequency to be managed by the classroom teacher [redacted] to bring in a soft sensory comfort (Bunny) when required. The classroom teacher will support Isaac with parameters 	Classroom Teacher Parent
Lunch & Recess	<ul style="list-style-type: none"> Minimal Risk as of 16/05/25 – To be revisited and implemented any time Support [redacted] in 'safe play and places' for breaks. Provide [redacted] with Social Scripts/Stories to support challenges 	Classroom Teacher/Education Assistant
Water	<ul style="list-style-type: none"> [redacted] preference is commercial water bottles (Frantelle). Mum will supply the school with disposable bottles 	Parent
Specialists	<ul style="list-style-type: none"> All staff have knowledge and understanding of Isaac diagnosis. All staff provided with information on triggers and use low demand language. 	Specialists Staff DP

Assemblies / Monday Quinny Quest	<ul style="list-style-type: none"> [redacted] to sit in close proximity to Classroom Teacher/EA Headphones or any other sensory aid can be used 	Classroom Teacher/Education Assistant
Escalated Behaviours, Physical, Verbal, non-compliant	<ul style="list-style-type: none"> Call for support from the Admin Team Admin Team will take duty of care Parent has request email contact as 1st port of call – She checks her emails regularly through the day and is not always contactable via phone. Mum called if Isaacs becomes unsafe (self and others) In cases where Isaac's behaviour continues to pose a significant risk to safety (self or others) a suspension may be implemented In cases where Isaac engages in aggressive language and or gestures a suspension may be implemented Parent called/emailed if school property is damaged Where possible protect Isaac's privacy and shield behaviours from other sts 	Admin Team
Transitioning Between Classes	<ul style="list-style-type: none"> [redacted] to walk with a 'safe' friend Teacher ensures Isaac is always with the class. 	Specialists Classroom Teachers
Explicit Protective Behaviour Lessons	<ul style="list-style-type: none"> Explicit lessons targeting safe and unsafe behaviours and appropriate responses to risk behaviours. Explicit discussions regarding trusted adults in the school and at home to talk to when required. 	Admin Team, Health Specialist and Classroom Teacher

Principal: _____ Parent: _____

Classroom Teacher: _____

Email: [redacted]

Phone: [redacted]

CONSEQUENCES FOR NEGATIVE BEHAVIOURS

RESTORATIVE CONVERSATION

Restorative reflection is a proactive and positive conversation to coach and guide students to reflect on their behaviour in a safe, supportive and caring environment.

A student will engage in a restorative reflection session when:

- They consistently display behaviours of concern in the classroom or playground, and interventions have already taken place.
- A more serious behaviour of concern occurs but does not warrant a withdrawal or suspension.

A restorative reflection session will be scheduled with a member of Administration as soon as practical following the behaviour.

Parents/carers will be informed if their child is required to complete a restorative reflection session.

SOCIAL SKILLS SESSION / DETENTION

Detention is the result of ongoing behaviours or major behaviours and will be decided by administration. Detention will occur during either break one or two in the administration building. Detention is an opportunity for the student to reflect on their behaviour and also a teaching opportunity to revisit the school's expected behaviours outlined in the matrix.

Administration will notify parents/carers of the student's behaviour and detention and will make a record in Chronicle.

WITHDRAWAL

A student may be withdrawn from class and instruction as a result of significant or ongoing behaviours of concern. A withdrawal will be conducted in line with WA Education Departmental Policy.

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.

It is also an opportunity for Support Plans and strategies to be reviewed to ensure the students' needs and learning are being met, along with the safety of everyone.

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.

STUDENT SUSPENSION

A student may be suspended for a severe behaviour incident. Suspension is a last resort and made on a case-by-case basis. The decision to suspend a student will be made by the principal or delegate, in line with the Department of Education Policy and the Department of Education's *Standing Together Against Violence* Minister's statement.

There are two types of suspension: in school suspension and home suspension.

Suspension may apply to students in cases where:

- the student attacks other students or instigates fights.
- the student chooses to film or share fight content or promote violence.
- his or her behaviour has disrupted the educational instruction of other students.

The principal or delegate must ensure, where possible, that the student is given explicit information about the nature or the allegation and is given the opportunity to consider and respond to the allegations. The key features of this action must be recorded in writing.

BULLYING

Every school is expected to have a safe, supportive, respectful, and positive learning environment free from bullying, harassment, discrimination and violence, so student wellbeing and academic outcomes are maximised. The prevention of bullying is a community responsibility and is preventatively targeted at Wirrabirra Primary School through a WAPBS sustained positive school culture of clear behavioural expectations; Learn, Grow, Care.

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 behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records). Bullying of any form or for any reason can have immediate, medium and 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.

Bullying can include:

- Verbal bullying: The repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, name-calling, insulting someone about the way they look or behave, spreading rumours, and homophobic, racist or sexist comments.
- Social/relational bullying: Involves repeatedly ostracising others by ignoring someone or keeping them out of conversations, convincing others to dislike or exclude an individual or group, spreading rumours, and sharing information or images that will have a harmful effect on the other person.
- Physical bullying: Includes violent actions towards another person that involves hitting, pinching, biting, pushing, pulling, shoving, damaging or stealing someone's belongings, and unwanted touching.
- Cyberbullying: Involves the use of technology to bully a person or group with the intent to hurt them socially, psychologically or even physically. Cyberbullying includes abusive texts and emails, hurtful messages, images or videos, imitating, excluding or humiliating others online, nasty online gossip and chat. Cyberbullying that takes place on platforms not associated with the Department of Education Western Australia is not the responsibility of the

school. Should Cyberbullying be brought to our attention we will endeavour to inform parents/carers where appropriate.

- Bystanders: Bystanders are those who are aware of, or witnesses to, the bullying situation. A supportive bystander will use words and/or actions to support someone who is being bullied by intervening or getting teacher support. All members of a school community need to know how to support those who are being bullied and how to discourage bullying behaviours.

School-based Prevention: The Western Australian 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. Support for victims of bullying is available through the school Chaplain, classroom teachers, allied professionals, deputy principals, school principal and outside agencies (as required).

Staff Responsibilities: Teaching staff explicitly teach expected behaviours in conjunction with the WA Health Curriculum and Mandatory Protective Behaviours Curriculum. Staff will intervene early in suspected cases of bullying and harassment and ensure a plan is put in place for the victim (Restorative Practices to build empathy). Staff will work in partnership with families to support the student, ensuring there is effective communication.

CYBERBULLYING AND ONLINE INCIDENTS

The Department of Education Western Australia provides online services to students in public schools only for learning-related activities and makes every reasonable effort to educate and protect students from exposure to inappropriate online material and activities.

Wirrabirra Primary School provides devices to students to access these online services during the school day. At enrolment every student has a signed parental permission to have an Online Services Account and an Acceptable Use Agreement to access Department provided services and devices.

It is expected that all students adhere to the User Agreement when using school devices and accessing online services. Students who breach this agreement will lose device and/or online services privileges for a period of time as determined by Administration. E-breaches may also result in additional consequences such as restorative reflection, withdrawal or suspension, dependent on the severity of the breach.

MOBILE PHONES

In keeping with Education Department policy, Wirrabirra Primary School acknowledges that when used effectively as a tool to enhance learning, mobile phones can play an important role in education. A ban on their use, however, when

not in direct support of education, will ensure that schools can provide a safe and productive learning environment for students in their care. The decision to ban the use of mobile phones in schools is intended to remove the potential learning distraction for students, protect the privacy of staff and students, improve social connections at school and improve the health and wellbeing of students. While it is recognised that cyber-bullying mainly occurs outside school time, banning the use of mobile phones will allow students to better engage with their learning and with their peers, without the pressure felt when needing to respond to a mobile phone.

Wirrabirra Primary School will continue to be committed to the education of students, staff and their school community in the responsible and acceptable use of mobile phones.

There is no requirement for students to have a mobile phone at school. However, for security and safety purposes to and from school, some parents/carers have supplied their child with a mobile phone.

Wirrabirra Primary School has implemented a ban on the use of mobile phones for all students from the time they arrive at school to the conclusion of the school day, unless under the instruction of a teacher or staff member. Mobile phones should be 'off and away all day'. This includes before school and at break times. All smart watches must be on 'aeroplane mode' so phone calls and messages cannot be sent or received during the school day.

Students from Kindergarten to Year 6 are not permitted to have mobile phones in their possession during the school day. Should a student be required to have a mobile phone, it must be signed into the front office before the commencement of the day. Students will then need to sign out their phone at the end of the day.

Consequences for Breach of Policy

- Students found to be involved in recording, distributing, or uploading inappropriate images or videos of students, parents or staff on school premises will be suspended immediately.
- Students using mobile phones at school will have them confiscated until the end of the school day and this may affect their 'Good standing'. Parents will be contacted if students breach the policy.

Wirrabirra Primary School has a duty of care for all students when they are attending the school. If a child needs to contact a parent/carer, a phone will be made available. If a parent wishes to get a message to their child, this can be done through the office by calling 9234 6800.

WEAPONS IN SCHOOL

Under the 1999 weapons act "it is an offence to carry or possess a weapon, purchase, sell or supply a weapon; and/or manufacture a weapon."

Where the weapon is deemed to be prohibited or controlled the principal must contact the police immediately. The incident must also be entered onto the Department's incident notification system.

Prohibited weapons are items that have no other purpose other than as a weapon such as firearms, spray weapons, flick knives, switch blades and improvised weapons. Controlled weapons include those used in the practice of martial arts, sport, act or similar discipline such as swords, machetes and spear guns.

Any student found to have a weapon at school will be suspended immediately under School Education Regulation 2000 43 (1(b)).

PHYSICAL RESTRAINT OF A STUDENT

The principal will ensure the physical restraint of a student is only used:

- In circumstances where the student's emotional or behavioural state prevents other strategies to maintain the good order of the learning environment from being successful; and
- Where that 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 an emotional or behavioural state whereby less restrictive strategies may be successful.

The parents or care giver of a student who is restrained will be contacted by a member of the teaching staff.

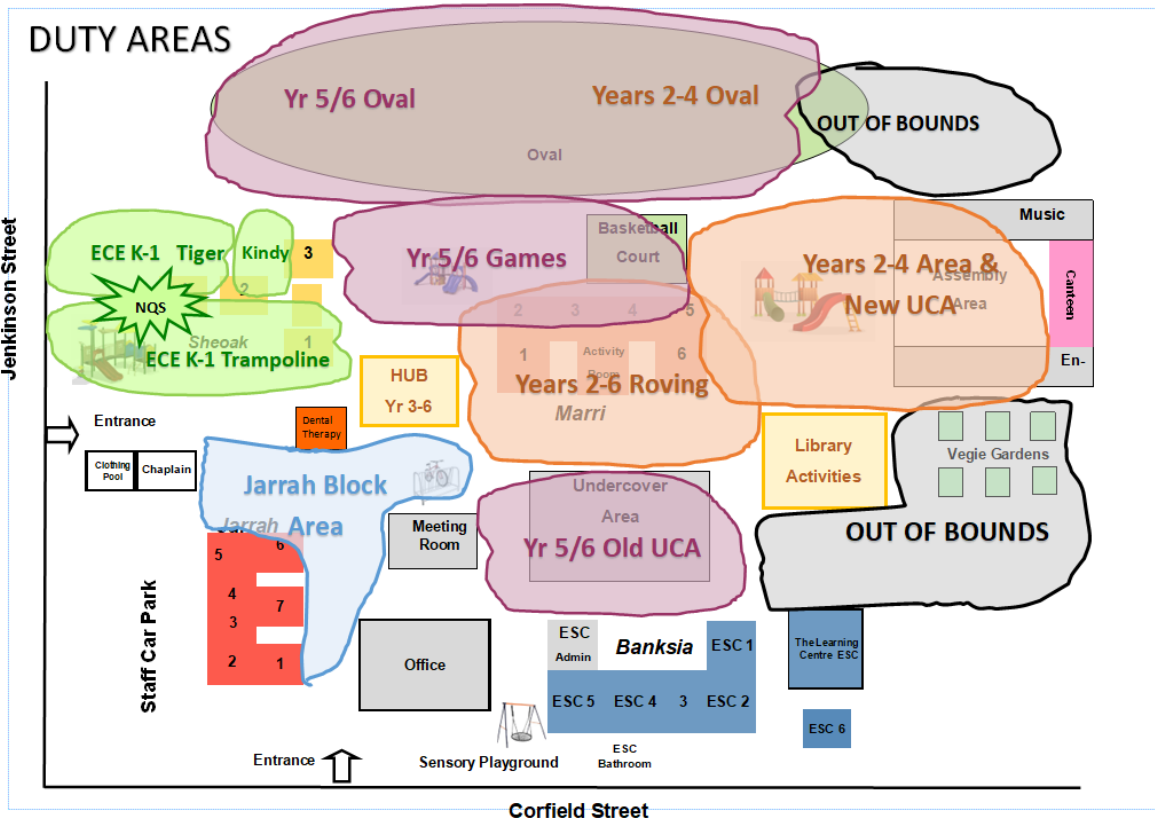
*When possible, only staff who have received 'Team Teach' training should carry out a restraint.

DUTY EXPECTATIONS

Staff are expected to participate in break time duties, outlined in the Duty Roster, throughout the week. Wirrabirra Primary School staff have agreed on the following duty expectations:































- Wear a vest, hat and duty bag.
- Be on time to you allocated area.
- Be visible, move around the area and actively engage with students.
- Familiarise yourself with, and reinforce, the expectations of the specific area you are on duty.
- Ensure gameplay is appropriate and safe.
- Promote 'Sun Safe' school.
- Maintain respectful relationships.
- Actively listen to student problems and attempt to resolve.
- Seek Admin support for major behaviours.

- Model and re-enforce the expected behaviours and acknowledge desired behaviours with statements reflective of the Behaviour Matrix and Quinny token.
- No open coffee mugs or noodle cups (boiling water).
- Use a mobile phone only for calling admin or accessing information from Compass.
- If a duty teacher does not show to an area, contact the office for support.

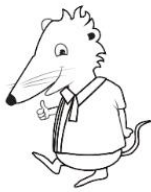


APPENDIX 1: Wirrabirra Primary School Behaviour Matrix

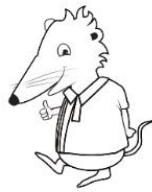
PBS BEHAVIOUR EXPECTATIONS

	We Learn	We Grow	We Care
	Engagement Effort Excellence	Courage Resilience Persistence	Respect Responsibility Citizenship
WHOLE SCHOOL ALL THE TIME	<ul style="list-style-type: none">  Try our best.  Raise our hand and wait our turn.  Set goals and work towards achieving them. 	<ul style="list-style-type: none">  Embrace challenges.  Be open to feedback.  Learn from mistakes.  Persist to achieve own goals. 	<ul style="list-style-type: none">  Display five-star transitions.  Use safe hands and feet.  Wear correct school uniform.  Follow staff instructions.  Listen and speak respectfully.  Keep the school clean.  Use equipment and facilities for its intended purpose.
INSIDE	<ul style="list-style-type: none">  Be ready to learn.  Stay on task. 	<ul style="list-style-type: none">  Use good listening skills.  Contribute positively.  Actively participate. 	<ul style="list-style-type: none">  Respect resources at all times.
OUTSIDE	<ul style="list-style-type: none">  Ask teachers when we need to leave the class.  Always play safely. 	<ul style="list-style-type: none">  Deal with disagreements positively.  Demonstrate good sportsmanship.  Play kindly with our friends. 	<ul style="list-style-type: none">  Pack away and return borrowed equipment.  Return to class on time.  Eat and play in designated areas.  Consistently wear school hat.

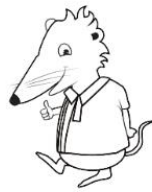
APPENDIX 2: Quinnies



Learn Grow Care



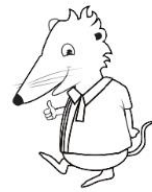
Learn Grow Care



Learn Grow Care



Learn Grow Care



Learn Grow Care



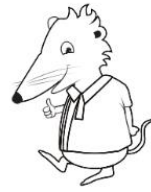
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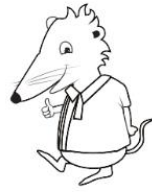
Learn Grow Care



Learn Grow Care



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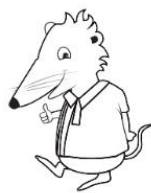
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APPENDIX 3: Awards

POSITIVE BEHAVIOUR AWARD



Learn **Grow** **Care**

Awarded to _____

Year _____ Class _____

For _____

Teacher _____

Principal _____ Date _____



LEARN

Effort Excellence Engagement



Awarded to _____

Year _____ Room _____

Principal _____

Teacher _____ Date _____



GROW

Effort Excellence Engagement



Awarded to _____

Year _____ Room _____

Principal _____

Teacher _____ Date _____



CARE

Effort Excellence Engagement



Awarded to _____

Year _____ Room _____

Principal _____

Teacher _____ Date _____



APPENDIX 4: Examples of Minor and Major Behaviours

MINOR	MAJOR
<ul style="list-style-type: none"> • Disruptive and inattentive behaviours <ul style="list-style-type: none"> - Calling out - Not listening - Off task • Not following instructions • Deliberately encroaching on someone's personal space • Work avoidance • Inappropriate movement in the classroom • Constant choice <ul style="list-style-type: none"> - CMS Processes • Returning late to class • Unprepared for class • Inappropriate low-level language <ul style="list-style-type: none"> - Low level swearing - Speaking unkindly - Speaking rudely/disrespectfully • Poor sportsmanship / gamesmanship • Passive non-compliance • Misuse and disrespect of property • Not respecting a person's personal space 	<ul style="list-style-type: none"> • Swearing • Threatening gestures • Leaving the class without permission • Physical Contact/Aggression <ul style="list-style-type: none"> - Hitting - Kicking - Punching - Biting • Continual disruptive behaviour • Intimidation • Bullying • Deliberately not meeting school expectations E.g. being out of bounds • Deliberate damage of property <ul style="list-style-type: none"> - School equipment - Own or student property • Stealing • Inappropriate use of ICT

APPENDIX 5: Classroom Management Strategies



Classroom Management Process

Allow the student calm down time and the opportunity to save face when managing unproductive behaviours.

Low Key Responses	Squaring Off	Choice	Implied Choice	Power Struggle
<p>When a student begins to misbehave:</p> <ul style="list-style-type: none"> • Winning Over • Preventative / Responding Proximity • The Look • The Pause • Modelling Appropriate Behaviour • Deal with Allies • Minimal Verbal • Non-Verbal • Come on Back • Planned Ignore • Private Dialogue • Deal with the Problem not the Student. 	<ol style="list-style-type: none"> 1. You pause (and that has you stop talking) 2. You turn towards the student (square off) 3. You give a minimal verbal request to stop (optional) 4. You finish with a "Thank you" or "Thanks." 	<ol style="list-style-type: none"> 1. Stop teaching, pause and turn to the student (or approach the student privately if you suspect a power struggle.) 2. Provide the student with an effective choice (or allow them to make a choice simply by saying "A decision please") 3. Wait for an answer (Verbal and appropriate or may be inappropriate to save face. 4. Finish with a "Thank you" (if they persist follow on to Implied Choice) 	<p>A teacher behaviour employed to follow a choice or school rule to prevent misbehaviour from continuing.</p>	<p>A tactic a teacher takes to prevent an unwanted power situation or to stop a power play from continuing.</p> <p>It is a non-aggressive yet assertive problem solving response that prompts the student to take responsibility for their action.</p>

Severe Clause: If a child is extremely uncooperative or poses a safety concern to other students, teachers, themselves or property the lower steps can be missed and a Red Card sent to the office for assistance. A Behaviour Referral Form is sent to Admin for review.

APPENDIX 6: Behaviour Support Referral



**Wirrabirra Primary School
Behaviour Support Referral**

Student:	Room/Year Level:	Referring Teacher:
Behaviour Type		
<input type="checkbox"/> Physical Assault/Intimidation of staff	<input type="checkbox"/> Physical Assault/Intimidation of students	<input type="checkbox"/> Damage caused to property
<input type="checkbox"/> Verbal Abuse/Harassment of staff	<input type="checkbox"/> Verbal Abuse/Harassment of students	<input type="checkbox"/> Violation of classroom/school expectations
Brief Description of Incident:		

APPENDIX 7: Advanced Standing Certificate

CERTIFICATE OF ADVANCED STANDING

PRESENTED TO

TERM 2 2025

Class: _____

Year: _____

Recognised by: _____

Date: _____




Learn Grow Care

APPENDIX 8: Regaining Good Standing



Regaining Good Standing Progress Tracker

Week:	Day 1	Day 2	Day 3	Day 4	Day 5
Term:	Date:	Date:	Date:	Date:	Date:
Session 1					
Session 2					
1st Break (Skills Teacher to sign)	Meeting Expectations	Meeting Expectations	Meeting Expectations	Meeting Expectations	Meeting Expectations
	Working Towards	Working Towards	Working Towards	Working Towards	Working Towards
	Expectations Not Met	Expectations Not Met	Expectations Not Met	Expectations Not Met	Expectations Not Met
Session 3					
Session 4					
2nd Break (Duty Teacher to sign)	Meeting Expectations	Meeting Expectations	Meeting Expectations	Meeting Expectations	Meeting Expectations
	Working Towards	Working Towards	Working Towards	Working Towards	Working Towards
	Expectations Not Met	Expectations Not Met	Expectations Not Met	Expectations Not Met	Expectations Not Met
Session 5					
	Signed: (Class Teacher) _____	Signed: (Class Teacher) _____	Signed: (Class Teacher) _____	Signed: (Class Teacher) _____	Signed: (Class Teacher) _____
	Signed: (Administration) _____	Signed: (Administration) _____	Signed: (Administration) _____	Signed: (Administration) _____	Signed: (Administration) _____
DAY PASSED	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO

KEY: 1: Outstanding Behaviour 2: Small reminders 3: Direct guidance needed 4: Significant assistance needed 5: Behavioural Issues # Alternate Program

Return of Good Standing: YES NO Comments:



Regaining Good Standing Progress Tracker

Week:	Day 6	Day 7	Day 8	Day 9	Day 10
Term:	Date:	Date:	Date:	Date:	Date:
Session 1					
Session 2					
1st Break (Skills Teacher to sign)	Meeting Expectations	Meeting Expectations	Meeting Expectations	Meeting Expectations	Meeting Expectations
	Working Towards	Working Towards	Working Towards	Working Towards	Working Towards
	Expectations Not Met	Expectations Not Met	Expectations Not Met	Expectations Not Met	Expectations Not Met
Session 3					
Session 4					
2nd Break (Duty Teacher to sign)	Meeting Expectations	Meeting Expectations	Meeting Expectations	Meeting Expectations	Meeting Expectations
	Working Towards	Working Towards	Working Towards	Working Towards	Working Towards
	Expectations Not Met	Expectations Not Met	Expectations Not Met	Expectations Not Met	Expectations Not Met
Session 5					
	Signed: (Class Teacher) _____	Signed: (Class Teacher) _____	Signed: (Class Teacher) _____	Signed: (Class Teacher) _____	Signed: (Class Teacher) _____
	Signed: (Administration) _____	Signed: (Administration) _____	Signed: (Administration) _____	Signed: (Administration) _____	Signed: (Administration) _____
DAY PASSED	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO

KEY: 1: Outstanding Behaviour 2: Small reminders 3: Direct guidance needed 4: Significant assistance needed 5: Behavioural Issues # Alternate Program

Return of Good Standing: YES NO Comments: