

# Maida Vale Primary School



## Pastoral Care Policy

includes Policies and Procedures for

**Wellbeing**  
**Student Behaviour**  
**Good Standing**

### **Implementation timeline**

**First draft released:** March 2024

**Community consultation:** Semester 1, 2024

**Policy finalised:** End of Semester 1, 2024

**Policy implementation:** Start of Semester 2, 2024

**Policy Review:** Term 4, 2025, with procedures reviewed periodically as required.

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## Our Moral Purpose

Empowering learners, building futures, creating communities

## Our Values



**We support each other to contribute with purpose.**

**Buddy Belong** models inclusion, teamwork, and togetherness.

The emblem for **Belong** is the MVPS school logo, symbolising that we all belong to the MVPS community.



**We treat ourselves, others, and our school with care.**

**Ruby Respect** displays self-care, tolerance, and empathy.

The emblem for **Respect** is the white ribbon, the symbol for the prevention of violence against women. It represents our involvement in the WA Respectful Relationships Teacher Support Program.



**We choose to make a difference.**

**Iggy Impact** is an agent for change by inspiring, motivating, and leading others.

The emblem for **Impact** is Earth, signifying that we can all make a difference to the world through our actions.



**We embrace opportunities to learn and improve.**

**Eddy Excellence** demonstrates innovation, endeavour and achievement.

The emblem for **Excellence** is the mortarboard, a piece of academic clothing. It reflects our commitment to strive to achieve our best in everything we do.

## Policy Statement

At Maida Vale Primary School, we are committed to providing comprehensive pastoral care to all students. By supporting the collective wellbeing of our students and staff, we seek to foster a sense of belonging, collaboration and empowerment of all community members, but particularly our students. This is achieved through the explicit teaching of the expected behaviours aligned with our school values and a school culture focussed on whole child development, where the specific, individual needs of every Maida Valien are met.

## Guiding Principles

We believe that by prioritising the pastoral care, wellbeing and behavioural needs of our students, we create the optimal conditions for learning and personal development to flourish.

### Pastoral Care

Our commitment to providing comprehensive pastoral care for all students is rooted in creating a nurturing environment that ensures all children feel safe, valued and inspired to learn, while also acknowledging and catering for the diverse needs of each individual. We strive to develop the 'whole child' by implementing systems around wellbeing and behaviour that promote engagement in learning and development of personal attributes of our students. We foster a positive and inclusive school community that allows our students to develop a sense of belonging and supports them on the pathway to achieving their full potential.

### Wellbeing

The health and wellbeing of our students, staff and overall school community is of the utmost importance. When the collective wellbeing of a school community and its members is prioritised, there is associated growth in key areas such as student motivation, confidence, school enjoyment and perceptions of academic ability. An investment in staff wellbeing also contributes to improved health and wellbeing outcomes for students. We promote a school culture that encourages strong relationships and mutual respect amongst all in the school community. Furthermore, we believe that:

1. Health and wellbeing is an individual and shared responsibility.
2. Individually and collectively, we build and contribute to a wellbeing culture.
3. Wellbeing needs are diverse and changing across career and life stages.
4. The quality of workplace culture and environments contributes significantly to wellbeing.

### Behaviour

Positive student behaviour is essential to promote engagement in learning and to maximise the impact of classroom teaching. Having a shared set of values and agreed expectations is critical. However, as behaviours can be learned, it is equally as important that these expected behaviours are explicitly taught and reinforced. We regularly acknowledge and celebrate displays of positive behaviour. And, like academics, if a child doesn't know or is having difficulty displaying our expected behaviours, we teach, model and reinforce them using a restorative approach. Any consequences that are applied as a result of unacceptable or problem behaviour should be considerate of the student's age and any underlying trauma or disability.

## Definitions

<b>Behaviour</b>	The way in which a person acts or responds to a particular situation or stimulus. This may be in response to internal factors such as thoughts and feelings, or external factors such as the physical environment or other people.
<b>Behaviours of concern</b>	Any behaviour which is considered challenging, complex or unsafe towards other students and/or themselves and/or their environment that requires more persistent or intensive responses. This may include behaviour that is a manifestation of a disability. These behaviours are often categorised as either <b>minor</b> (low level) or <b>major</b> (high level). Students who exhibit major behaviours OR frequent minor behaviours are referred to the office.

<b>Belonging</b>	Feeling valued, respected, accepted, supported and empowered in your professional, educational and personal endeavours. The need to belong was identified by Baumeister and Leary (1995) as a universal human need. Also, belonging significantly impacts wellbeing and mental health, which in turn impact on academic achievement.
<b>Bullying</b>	An ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. Repeated <b>Mean-on-Purpose</b> behaviour (the terminology referred to in the <b>URStrong program</b> - see definition below) is an example of bullying.
<b>Classroom Management Strategies (CMS)</b>	Strategies (generally low key) that allow staff to manage classroom routines and quietly deal with unproductive student behaviour if it becomes a problem.
<b>Disability (includes Imputed Disability)</b>	<p>The Disability Discrimination Act (1992) offers a broad definition of what constitutes a disability. It includes physical, intellectual, psychiatric, sensory, neurological and learning disabilities. It also includes physical disfigurement and the presence in the body of disease-causing organisms, such as the HIV virus.</p> <p>More broadly, disability is any diagnosed condition of the body or mind that makes it more difficult for the person with the condition to do certain activities and/or interact with the world around them. Disabilities are typically diagnosed by a medical professional. However, by virtue of their experiences in dealing with a diverse range of children, school staff may, on rare occasions, 'impute' disability without a diagnosis. There must be reasonable grounds to make such a judgement and is always made in consultation with parents/carers. Instances of disability are becoming increasingly more common in mainstream public schools, with schools able to apply for additional resourcing to support students with diagnosed or imputed disabilities.</p>
<b>Discipline</b>	Instruction or training that corrects, moulds and/or develops a person's behaviour to act with proper conduct in accordance with a set of rules or expected norms.
<b>Diversity</b>	The range of human differences, including but not limited to race, ethnicity, gender, age, religious/family value systems and physical attributes. Being cognisant that staff too have diverse backgrounds that may inform their own perspective, it must be acknowledged that what is taught is not values free, but is values fair and considerate of all backgrounds.
<b>Documented plan</b>	The umbrella term describing a range of specifically constructed plans that seek to address the identified educational needs of an individual student and/or a small group of students with similar education needs. Documented plans may take a variety of forms, such as an Individual Education Plans (IEP) or Behaviour Support Plan. They are typically developed in consultation between parents/carers, school leadership and classroom teachers. Support personnel, such as the school psychologist, may also be asked for input.
<b>Duty of care</b>	All staff in schools have an obligation or 'duty of care' for the safety and welfare of each child while they are at school. Staff exercise their professional judgement to achieve a balance between making sure students don't face unreasonable risk of harm and encouraging independence and maximising learning opportunities. This duty of care underpins and drives the policies and practices of all Western Australian public schools.
<b>Equity</b>	Fair and just practices that ensure access, resources, and opportunities are provided for all students to learn and progress, regardless of circumstance and background.

<b>Fidelity</b>	When a practice or program is implemented as intended by the researchers or developers.
<b>Friendship Fire</b>	Any situation between a child and their friend that results in negative feelings being experienced. This terminology is utilised as part of our involvement in the <b>URStrong program</b> .
<b>Good Standing</b>	A concept used to acknowledge those students who consistently demonstrate the school's expected behaviours and values. Students in a state of 'Good Standing' are entitled to the rights, responsibilities and privileges of every student within the school. Students who do not regularly demonstrate these values or expected behaviours, or severely contravene them, risk the loss of Good Standing and any accompanying rights, responsibilities and privileges.
<b>Inclusion</b>	Providing ALL students with equitable educational opportunities through provision of teaching, learning and pastoral care adjustments to support student success. Inclusive schools seek to involve and empower ALL members, in turn recognising the inherent worth and dignity of all people. They also seek to promote and sustain a sense of belonging, as well as valuing and practising respect for the talents, beliefs, backgrounds and way of living of its members.
<b>Mean-on-Purpose behaviour</b>	When someone is intentionally unkind to someone else. Repeated Mean-on-Purpose behaviour is defined as bullying. This terminology is utilised as part of our involvement in the <b>URStrong program</b> .
<b>Multi-tiered system of support (MTSS)</b>	A framework that helps schools provide academic, behavioural and wellbeing strategies for all students, and also tailor alternate strategies for those with various needs.
<b>Pastoral Care</b>	The commitment to, and active demonstration of concern for, the growth and wellbeing of each student, as well as the broader school community. It focuses on cultivating an environment and culture that supports <b>Whole Child Development (WCD)</b> - the physical, social, mental, emotional and spiritual development of every student.
<b>Positive behaviour</b>	Behaviour that upholds or follows a set of agreed expectations and/or values.
<b>Positive Behaviour Support (PBS)</b>	An organisation framework that enables schools to provide safe and predictable learning environments by teaching students expected behaviours and reinforcing those behaviours through common language and rewards.
<b>Quick Comeback</b>	A very short word or phrase that is used when someone is Mean-on-Purpose to you. It is designed to diffuse the situation and let the other person know that you heard or saw what they did and you're not ok with it. Quick Comebacks are not intended to be mean. This terminology is utilised as part of our involvement in the <b>URStrong program</b> .
<b>Restorative approach</b>	A way of thinking, being and interacting which prioritises building and maintaining positive relationships across the school community. It is informed by a set of shared values and beliefs held by a school community and is responsive to identified needs. Restorative approaches aim to create a positive school culture based on trust, respect, belonging, empathy, co-operation, accountability, and responsibility.

<b>Restorative practices</b>	Methods of managing conflict between individuals or groups by seeking to repair the harm caused by one's actions and focussing on restoring and strengthening the relationship. When used in schools, restorative practices aim to help students build accountability for their actions, learn from behavioural mistakes and to identify ways to make better choices in the future.
<b>Social Emotional Learning (SEL)</b>	The process through which students develop and apply the knowledge, attitudes and skills necessary to understand and manage their emotions, set and achieve positive goals, understand and show empathy for others, establish and maintain positive respectful relationships, and make response decisions.
<b>School of Special Educational Needs (SEEN)</b>	A suite of Department of Education schools that specialise in providing to support to schools and families of children with identified needs. There are 4 federation schools that form the School of Special Education Needs: <ul style="list-style-type: none"> <li>• Behaviour and Engagement</li> <li>• Disability</li> <li>• Medical and Mental Health</li> <li>• Sensory (Vision and Hearing)</li> </ul>
<b>Students at Educational Risk (SAER)</b>	Students whose academic, social and/or emotional attributes are a barrier to engagement with the content and standards defined in the Western Australian curriculum.
<b>Student engagement</b>	This combines observable indicators such as achievement, behaviour and attendance with internal emotional and cognitive states (feelings and thoughts). Student engagement is viewed and responded to in a holistic way.
<b>Trauma-informed approaches</b>	Educational techniques that acknowledge the prevalence of adverse childhood experiences and other traumas on students and attempt to mitigate the widespread impact of such trauma.
<b>Wellbeing</b>	A multi-dimensional concept involving a combination of one's physical, psychological, social, spiritual and environmental health. Wellbeing also reflects how a person feels about themselves and their life in general. It is linked to enhanced mental health and responsible life choices and, in education, to improved academic achievement.
<b>Whole Child Development (WCD)</b>	Based on the philosophy of educating the whole child – physically, socially, emotionally, spiritually, and academically – with the active engagement and support of the community. A WCD approach emphasises that children, particularly those facing extreme adversity, require a range of knowledge, skills, experiences and core values to become engaged as productive and ethical citizens.

# Rights and Responsibilities of School Stakeholders

This document aligns with the Department of Education's [Connect and Respect](#) expectations between adults on school sites.

All Stakeholders	Students	Staff	Parents & Carers
<p><b>All members of the MVPS community have the RIGHT to:</b></p> <ul style="list-style-type: none"> <li>✓ Be welcomed.</li> <li>✓ Feel and be safe.</li> <li>✓ Experience a sense of belonging and wellbeing.</li> <li>✓ Be treated with respect, courtesy and honesty.</li> </ul>	<p><b>All students have the RIGHT to:</b></p> <ul style="list-style-type: none"> <li>✓ A quality education within safe and predictable learning environments.</li> <li>✓ Have their unique strengths and talents understood, valued and nurtured.</li> <li>✓ Have a voice in decisions that affect them.</li> <li>✓ Feel a strong sense of purpose as learners.</li> <li>✓ Feel a connection to the wider school community.</li> <li>✓ Not be discriminated against on the basis of behaviour as a manifestation of disability.</li> <li>✓ Advocate for themselves in matters that affect them.</li> </ul>	<p><b>All staff have the RIGHT to:</b></p> <ul style="list-style-type: none"> <li>✓ Work in a safe, secure and non-disruptive environment.</li> <li>✓ Receive cooperation, respect and support from colleagues, parents and students.</li> <li>✓ A quality work-life balance, where there is no expectation to return calls or emails outside work hours.</li> <li>✓ Access the resources that allow them to provide a quality education for their students.</li> <li>✓ Have a voice in decisions that affect them, including school planning and initiatives.</li> </ul>	<p><b>All parents &amp; carers have the RIGHT to:</b></p> <ul style="list-style-type: none"> <li>✓ Ongoing, open communication about the academic, social and emotional progress of their child.</li> <li>✓ Be informed of curriculum materials, behaviour management procedures and decisions affecting their child's health, safety and welfare.</li> <li>✓ Be involved in the establishment and review of any individual educational or behavioural plans.</li> <li>✓ Advocate for their child/children in matters that affect them.</li> </ul>
<p><b>All members of the MVPS community have the RESPONSIBILITY to:</b></p> <ul style="list-style-type: none"> <li>✓ Understand, demonstrate and uphold the MVPS values and behavioural expectations.</li> <li>✓ Maintain calm, safe, friendly and orderly learning environments.</li> <li>✓ Ensure our students are central to all decision-making processes.</li> <li>✓ Safeguard and maintain the physical environment of the school, including grounds, buildings and school equipment.</li> </ul>	<p><b>All students have the RESPONSIBILITY to:</b></p> <ul style="list-style-type: none"> <li>✓ Engage in classroom activities, discussions, and group work to the best of their ability.</li> <li>✓ Respect theirs and others' property.</li> <li>✓ Maximise learning opportunities for themselves and their peers.</li> <li>✓ Ask for help when needed.</li> <li>✓ Wear the MVPS school uniform correctly.</li> </ul>	<p><b>All staff have the RESPONSIBILITY to:</b></p> <ul style="list-style-type: none"> <li>✓ Consider what is in the best interests of each child.</li> <li>✓ Establish and maintain positive relationships with students, colleagues and parents/carers.</li> <li>✓ Ensure effective teaching, assessing and reporting of the curriculum.</li> <li>✓ Implement any mandated whole-school frameworks, programs, processes and initiatives with consistency and fidelity.</li> <li>✓ Report academic, social and emotional progress to parents/carers.</li> <li>✓ Communicate with parents &amp; carers in a timely manner (typically within 48 hours).</li> <li>✓ Display &amp; discuss school values/expectations with students.</li> <li>✓ Be solution focused.</li> </ul>	<p><b>All parents and carers have the RESPONSIBILITY to:</b></p> <ul style="list-style-type: none"> <li>✓ Ensure that their child attends school on a regular and punctual basis.</li> <li>✓ Ensure that their child is provided with appropriate materials to make effective use of the learning environment.</li> <li>✓ Ensure that the physical and emotional condition of their child is at an optimum for effective learning.</li> <li>✓ Support the school in providing a meaningful education for their child/children.</li> <li>✓ Inform staff as soon as possible if their child is dealing with issues that may affect their wellbeing or behaviour.</li> </ul>

Stakeholder name:

Signature:

Date of document sighting:

# MVPS Pastoral Care Policy

## What is Pastoral Care?

Pastoral Care is the commitment to the growth and wellbeing of each student, as well as the broader school community. It focuses on cultivating an environment and culture that supports Whole Child Development (WCD) - the physical, social, intellectual, emotional, spiritual and creative development of every student.

The notion of WCD is based on the premise that children require a range of knowledge, skills, experiences and core values to become engaged as productive and ethical citizens (ACER, 2022). It is a common expectation of schools to provide future generations with the skills and capabilities to be 'successful in life.' (Kern & Wehmeyer, 2021). This is particularly important for students that face extreme adversity, such as those experiencing trauma, changing family dynamics, or diagnosed with a disability, learning disorder or mental illness. According to data from the Organisation for Economic Co-Operation and Development (OECD), disadvantaged children fare worse in almost all wellbeing areas. They often report poorer social and emotional outcomes, including less support from family, lower self-belief and less life satisfaction.

The predisposition of modern educators to focus on the needs of the whole child is linked to psychological theories such as Abraham Maslow's (1968) hierarchy of human needs. Maslow's model, containing five ascending levels with self-actualisation at the summit, theorises that children whose basic material needs are satisfied, and who are assured of safety, love and a sense of belonging, can cope with a variety of challenges, provided these are not overwhelming. In turn, this leads to healthy self-esteem that can enhance a student's intrinsic motivation towards achievement and growth. Maslow's work is supported by more recent research linking social and emotional learning to academic success (Zins et al, 2007).

While pastoral care may be considered in some circles as more of the domain of religious, faith-based schools, every school and every teacher, regardless of their own religious beliefs, have a responsibility to provide pastoral care to their students. As the Universal Declaration of Human Rights (United Nations General Assembly, 1948) states "everyone has the right to an education and that this education be directed to the full development of the human personality and to the strengthening respect for human rights and fundamental freedoms. It shall promote understanding, tolerance, and friendship."

## Pastoral Care at Maida Vale Primary School

Effective pastoral care in public schools is underpinned by a positive school environment where:

- teacher-student relationships are based on trust and mutual respect.
- each student's physical, mental, social, emotional and spiritual development is promoted; and
- there are strong partnerships between all stakeholders, including students, staff, parents/carers and the wider community.

### Guiding Principles

At MVPS we strive to develop the 'whole child' by:

1. Creating a nurturing environment that ensures all children feel safe, valued and inspired to learn.
2. Catering for the diverse needs of each child.
3. Explicitly teaching personal and social capabilities.
4. Implementing systems around wellbeing and behaviour that promote engagement in learning

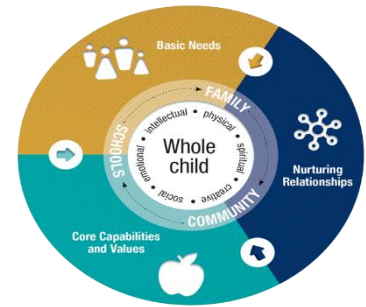


Image sourced from the Global Center for the Development of the Whole Child <https://iej.nd.edu/gc-dwc/about>

The pastoral care provided by our staff encourages all students to develop a sense of belonging, supports them to nurture a positive self-image, and provides them with the skills to navigate life events. We use a **Multi-Tiered System of Support (MTSS) model** to ensure pastoral care is offered at each student's point of need.

## Multi-tiered System of Support (MTSS)

A MTSS is a systematic, continuous improvement framework that focuses on the positive educational experiences and outcomes of all students (Sugai et al., 2019). It utilises high-impact, evidence-based practices to ensure every student receives the appropriate level of support, instruction, and adjustments to be successful across the academic, behaviour and wellbeing domains. While the MTSS that has been adapted for use at Maida Vale Primary School is provided overleaf, it is useful to provide some context to each of the three tiers below.

### Tier 1 (Universal)

Tier 1 responses are universal, preventative and proactive school-wide management strategies designed to meet the needs of all students in all school settings. Universal strategies include the development of a common philosophy, purpose and language across the school community; developing systems, processes and strategies for clarifying, teaching, encouraging, monitoring and correcting expected behaviours; and arranging teaching and learning environments to ensure success for all students.

The school promotes positive behaviours for all students and maintains safe, respectful learning environments with preventive, whole-school systems and practices, including Good Standing. All students are engaged in a common behaviour and social-emotional learning curriculum. Tier 1 strategies are designed and implemented with **ALL STUDENTS** in mind, however the benefits of these strategies will be experienced by 80-90% of students.

### Tier 2 (Targeted)

Tier 2 practices and systems provide targeted support for students who are not successful with Tier 1 supports alone. The focus is on supporting students displaying emerging low-level behaviours of concern and/or experiencing learning or wellbeing difficulties, by addressing specific skills deficits. Tier 2 supports are often provided to groups of students with similar needs. Examples include interventions such as social skills groups to support and teach better ways of coping and targeted academic support programs to strengthen learning skills. Tier 2 supports help students develop the skills needed to benefit from universal school programs.

### Tier 3 (Intensive)

At most schools, there are 1-5 per cent of students for whom Tier 1 and Tier 2 supports are not sufficient to address their individual needs and lead to successful outcomes. At Tier 3, students receive more intensive, individualised support to improve behavioural, wellbeing and/or academic outcomes, based on more comprehensive assessment of individual needs. Function based behavioural assessments and Behaviour Support Planning are a feature of this tier and are used to understand and support challenging behaviours. Individualised support is provided alongside effective case management for students with complex support needs.

### Tier 2 and 3 interventions

At Maida Vale Primary School, we implement additional initiatives for those students identified as requiring targeted or intensive support. Often, but not always, this may be related to a medical diagnosis, social/family issues or trauma. In the Behaviour and Wellbeing area, examples of additional supports that we implement and/or are available to the school include:

- School Chaplain
- School Psychologist
- Breakfast Club
- Mentoring through the EdConnect program

These are depicted within the MTSS graphic on the following page.

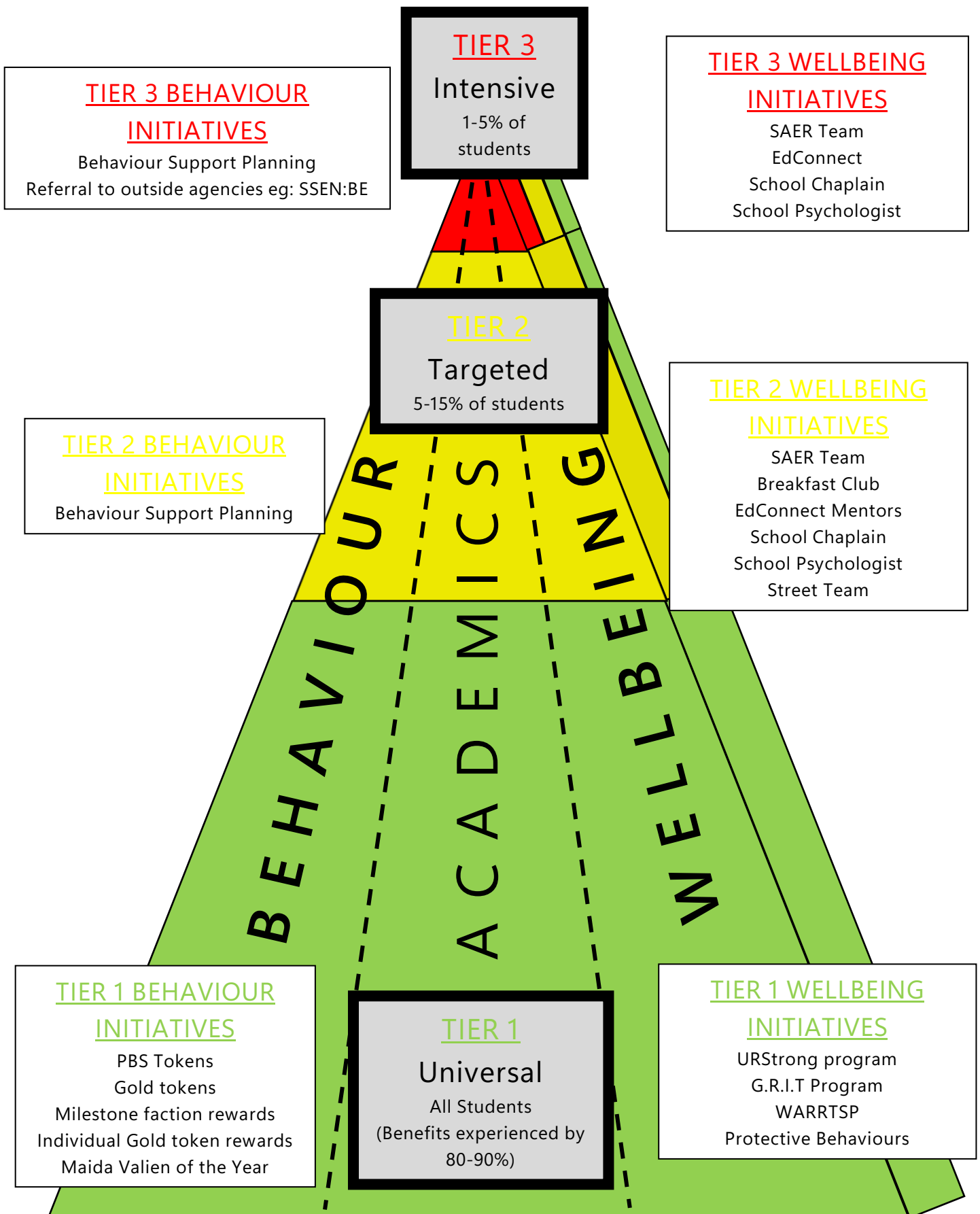


Figure 1: Behaviour, Wellbeing and Academic initiatives aligned to a Multi-Tiered System of Support (MTSS) framework.

# MVPS Wellbeing Policy

## What is Wellbeing?

Wellbeing is defined as a multi-dimensional concept involving a combination of one's physical, psychological, social, spiritual and environmental health. Wellbeing also reflects how a person feels about themselves and their life in general. It is linked to enhanced mental health and responsible life choices and, in education, to improved academic achievement (Education Services Australia Ltd, 2020).

Wellbeing varies throughout our lives. Hence, it can be placed on a continuum. This continuum ranges from positive, healthy functioning at one end through to severe symptoms or conditions at the other. We fluctuate along this continuum, adapting and responding as we engage in all the events in our life. Our wellbeing is influenced by our general health, our relationships, family, friends, work, environment and social connectedness.

### Guiding Principles

1. Health and wellbeing is an individual and shared responsibility.
2. Individually and collectively we build and contribute to a wellbeing culture.
3. Wellbeing needs are diverse and changing across career and life stages.
4. The quality of workplace culture and environments contributes significantly to wellbeing.

Adapted from the Department of Education  
Staff Health and Wellbeing Strategy 2023-2027

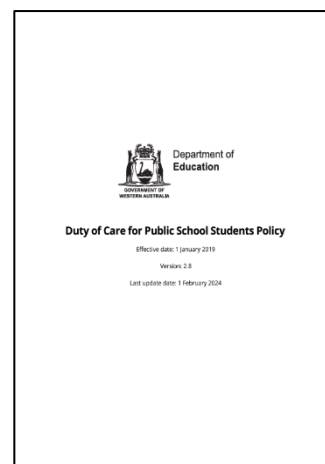
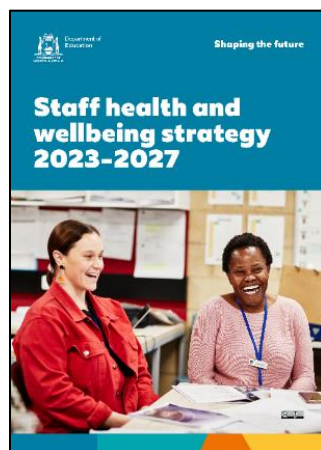
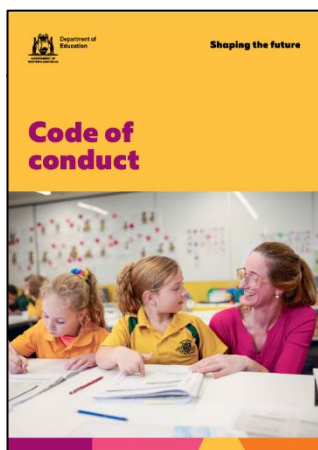


Figure 2: Individual and Collective Wellbeing Model  
(Department of Education WA, 2023)

Each Maida Vale Primary School stakeholder is at the centre of the wellbeing model. The model shows how our **individual wellbeing** (inner circles) is connected to **collective wellbeing** (outer circles). Collective wellbeing is the health and functioning of a group as a whole. Both individual and collective wellbeing is influenced and impacted by our environment. The different dimensions of our wellbeing are interconnected. Wellbeing in one dimension can foster wellbeing in another.

As an individual we are responsible for many aspects of our wellbeing. Our wellbeing is influenced by the balances of our challenges and supports and the way we carry out our roles and responsibilities. Collective wellbeing spans five pillars. These pillars reflect the everyday settings in which we operate (our context).

A focus on wellbeing is enshrined within a number of Department of Education guiding documents, such as those depicted below, as well as articulated further in the [MVPS Wellbeing Strategic Plan](#) (staff only).



## Whole-school Wellbeing

Wellbeing exists as a multi-level phenomenon within people, between people and among people. This is referred to as the ‘Me, We, Us’ model (Jarden & Jarden, 2016). Schools, as essential social institutions, are well placed to promote and instil many preventative, and protective, health measures that can equip stakeholders with the requisite skills, confidence, and knowledge to support their own wellbeing, the wellbeing of others and the school community more broadly. However, schools are large, complex systems and acknowledgement needs to be given that there are a large range of influences operating at different levels that affect individual and collective wellbeing in a school.

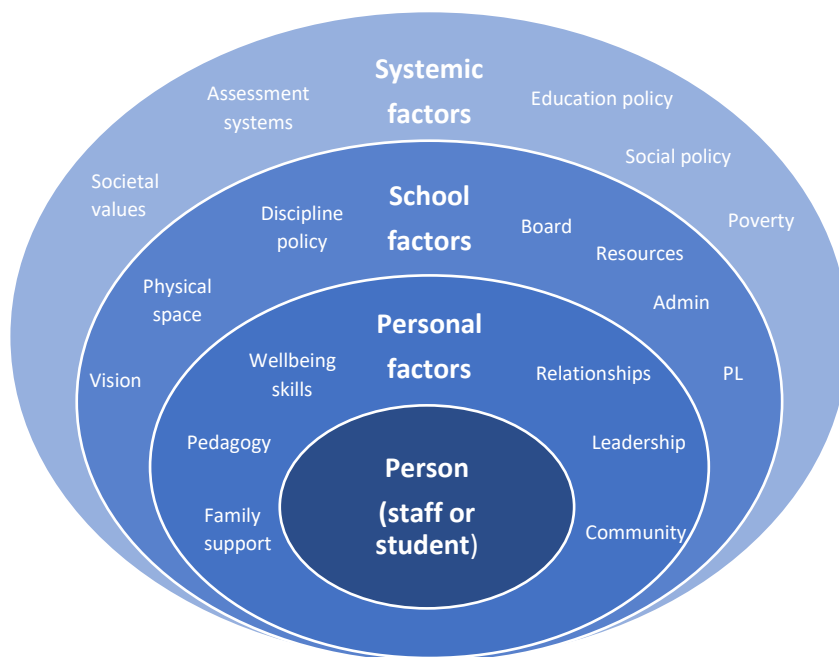


Figure 3: A whole-school view of wellbeing influences (Quinlan and Hone, 2019)

As wellbeing can be ‘taught’ (via explicit teaching and lessons) and ‘caught’ (built implicitly throughout all aspects of the school experience, the physical environment, as well as the overarching culture), there are a number of ‘levers’ that schools may choose to pull to influence wellbeing. The **Pathways to Wellbeing** model below demonstrates this. This model is utilised by our Staff Wellbeing Action Team to inform our school wellbeing strategy.

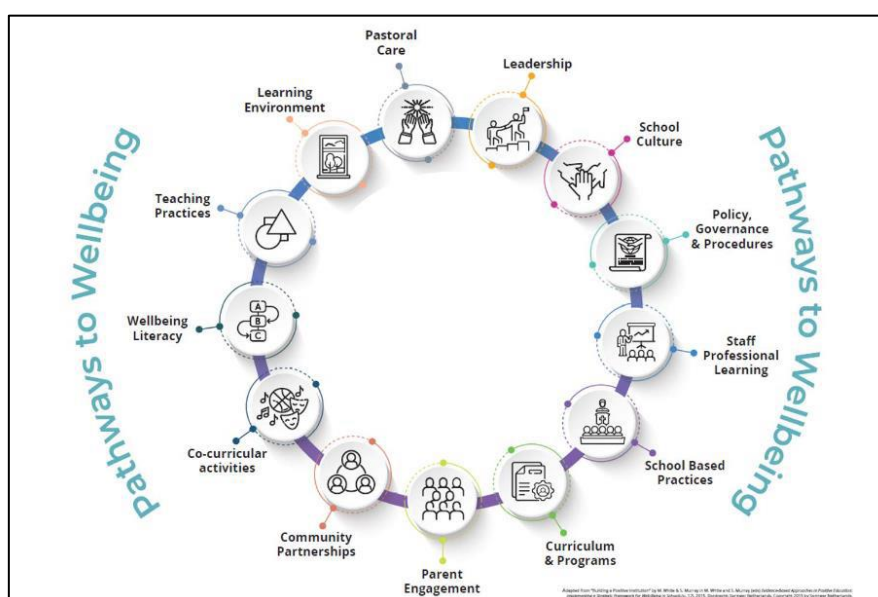


Figure 4: Pathways to Wellbeing model (White and Murray, 2015)

## Staff Wellbeing

### Benefits of Staff Wellbeing

Research in education (and workplaces generally) has indicated that those with higher wellbeing tend to be more engaged, more productive and enjoy higher job satisfaction. By deliberately building their wellbeing literacy and developing and implementing personal wellbeing strategies, this allows educators to perform their roles more enjoyably and effectively (Quinlan and Hone, 2020).

There is also the health burden of negative wellbeing, or ill-being, on the education workforce to consider, with teachers leaving the industry at alarming rates (Gallant & Riley, 2014) and school principals in Australia suffering from greater stress and burnout compared to general populations (Riley, 2019). This all points to an increased burden on the healthcare system for treatment of this ill-being, but also the human and financial resourcing cost to the education sector. Preventative measures to address this are essential.

Finally, and perhaps most importantly, educators are role models for their students and broader communities. By demonstrating a commitment to their own individual wellbeing, as well as the collective wellbeing of the school community, educators can generate a sense of urgency among other stakeholders to adopt similar practices.

### Supporting Staff Wellbeing

The Department's Staff and Principal Health and Wellbeing Strategies outline a commitment to supporting schools to build cultures where staff wellbeing is a focus. In these cultures, staff feel trusted, valued and connected to purposeful work. Our values establish workplace cultures where staff feel a sense of achievement and contribute to a larger cause as part of a cohesive team.

Staff experience at work can be illustrated on the continuum below. Staff 'flourish' when there are ample supports to meet personal and professional challenges. However, wellbeing can be impacted when the balance of challenges outweighs the supports available.

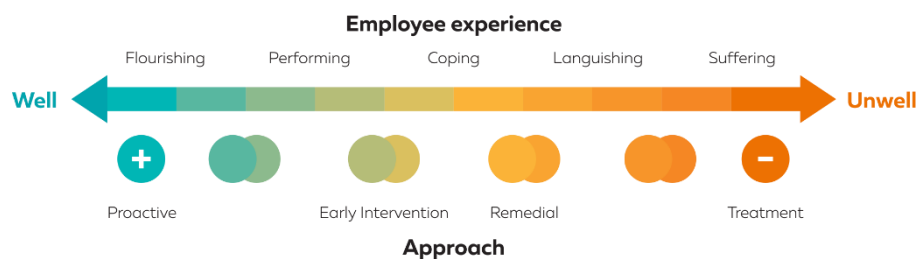


Figure 5: The Wellbeing Continuum (Department of Education WA, 2023)

The Staff Wellbeing Strategy focuses on initiatives that build wellbeing awareness, knowledge, skills and capacity, and supports the individual and collective wellbeing of staff to thrive and succeed. The strategy identifies priorities in each of the five pillars:

1. Culture and Leadership
2. Connections and Partnerships
3. Learning and Development
4. Supportive Systems
5. Safe Environments

The initiatives contribute to, and complement, existing staff health and wellbeing programs delivered through **central and regional services**. **Schools** are encouraged, if not already doing so, to put into action workplace-based initiatives that respond to the needs and interests of their staff in their unique context. **Individuals** are encouraged to participate in and support staff wellbeing initiatives so they may better understand and look after their own their own health and wellbeing needs, and to support the health and wellbeing of colleagues.

The Department has provided some useful collections of resources, information and activities on Ikon.

- [Support your own health and wellbeing](#) for resources to support your own health and wellbeing.
- [Support the health and wellbeing of your colleagues](#) for resources to support your colleagues.

## Student Wellbeing

### Benefits of Student Wellbeing

Young people who feel safe, connected, and secure, and are part of loving and trusting relationships are more likely to be active participants in their learning and to achieve better physical, emotional, social, and educational outcomes. (Education Services Australia Ltd, 2020).

Societal factors point to a rising need for schools to focus on supporting student wellbeing. Mental illness is predicted to be the greatest cause of disability by 2030. (White and Kern, 2018), with on average over 14% of Australian school students experiencing a mental disorder within a 12-month period (Lawrence et al, 2015). This mirrors data on the prevalence of psychological distress experienced by young people under 35, with a 2023 Household, Income and Labour Dynamics in Australia survey revealing that 40% of people within this age bracket are experiencing worsening mental health. From a preventative health perspective, a focus on improving student wellbeing is essential to reverse this alarming trend.

### Supporting Student Wellbeing

As depicted in the MTSS on Page 12 and outlined in the School's [Health Education Scope and Sequence](#) (Staff only), the teaching of wellbeing concepts at a Tier 1 level is prioritised in classroom Health lessons. However, there is recognition that the teaching of these concepts cannot be consigned to only 60 minutes of Health per week and that key concepts should be taught/discussed at the time of need.

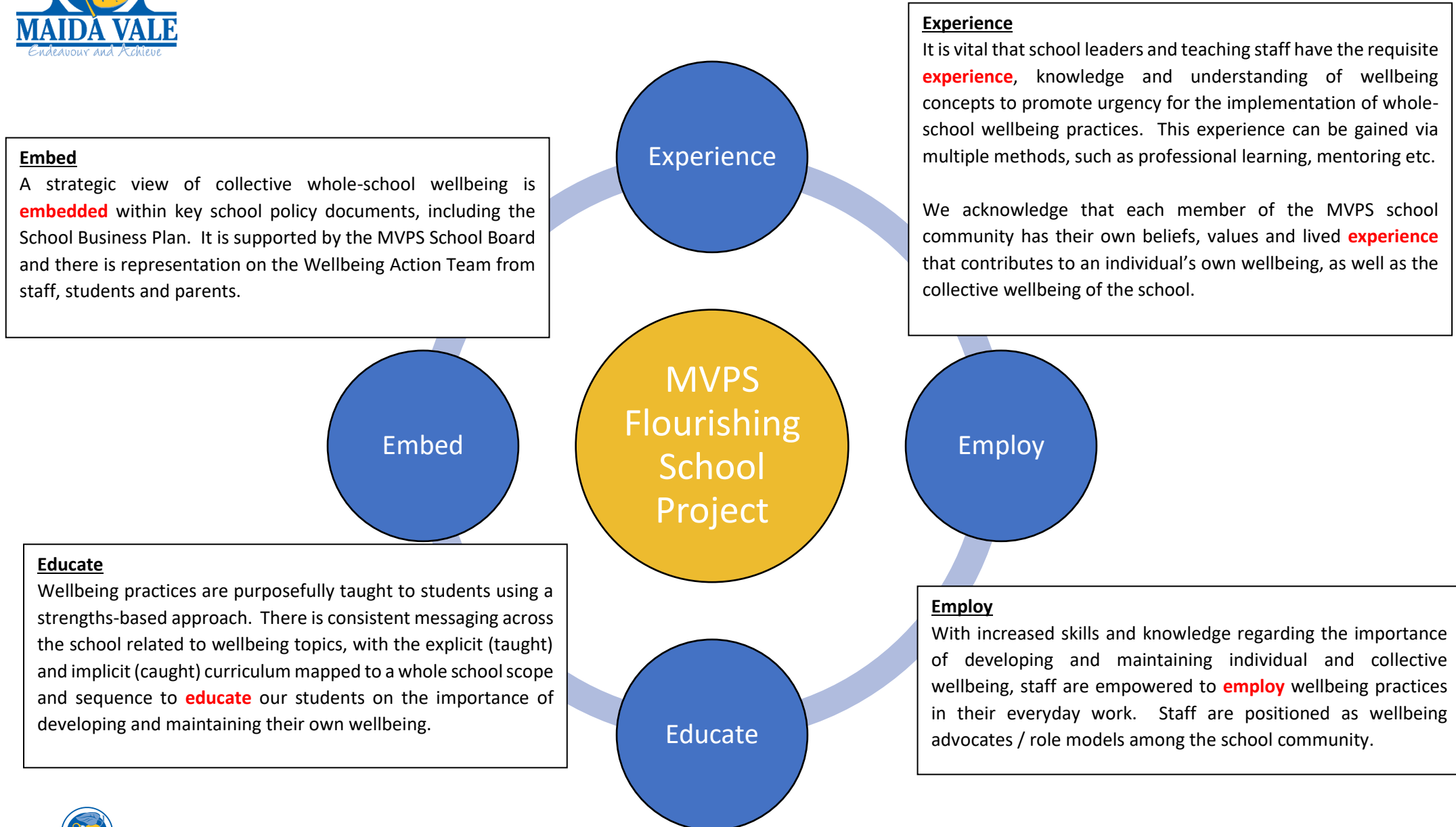
At the Tier 2 and 3 level, the School implements a number of supports to support student wellbeing.

## MVPS Flourishing School Project

On the back of the School's successful implementation of the WA Department of Education's Western Australian Respectful Relationships Teaching Support Program, our implementation strategy of 'Upskill our Staff, Inform our Community, Educate our Students' has been adapted to develop a framework for whole-school wellbeing dubbed the 'MVPS Flourishing School Project' (conceptualised overleaf). The Flourishing Classroom System Observation Framework and Rubric (Allison et al., 2022) developed for use by Catholic Education Western Australia has also been used as a model to inform this work.

It is surmised that each of these four processes (Experience, Employ, Embed and Educate) represent an opportunity to build whole-school wellbeing. A failure to address one of these processes may reduce the overall impact of a wellbeing initiative. For example, failure to embed wellbeing in school policy and practices may result in isolated, singular efforts which can cause feelings of ineffectiveness among staff (Quinlan & Hone, 2020).

## MVPS Flourishing School Project Outline



# MVPS Wellbeing Procedures

## Staff Wellbeing

The School has chosen to prioritise the development of Staff Wellbeing, under the premise that if educators aren't experiencing a sense of wellbeing, they are less likely to be able to model and teach this to their students. By choosing to first focus on fostering staff wellbeing, the aim is to create a positive contagion, where a ripple effect of positivity will be shared and experienced among the school community. The Staff Wellbeing Action Team is crucial to piloting this.

### Staff Wellbeing Action Team

A Staff Wellbeing Action Team of likeminded educators who value the importance of wellbeing has been gathered to ensure that the 4 cogs of the MVPS Flourishing School Project can be enacted.

The purpose of the Staff Wellbeing Action Team (SWAT) at MVPS is to foster a supportive and thriving work environment by prioritising the wellbeing of our staff. Through proactive initiatives, personalised support, and a culture of empathy, the team aims to enhance job satisfaction, reduce stress, and cultivate a positive atmosphere that enables every staff member to perform at their best, ultimately contributing to a holistic and successful learning environment for our students. A number of these initiatives are listed below.

### Community Recognition of Staff

The School's P&C sponsors a staff recognition award that is presented at the end of each term. Community members are invited to nominate staff members they believe are doing an amazing job via a QR code that is shared in the school newsletter. Any nominations received are shared through the Staff Bulletin and School Newsletter to celebrate staff success, promote the work of our staff and elevate the standing of educators in the wider community.



### Staff Shoutout Board

This is a staff appreciation process, whereby any staff can write a message of thanks or gratitude and place it on the board in the staff room for all staff to see. At the end of each month, all Staff Shoutouts from that particular month go into the draw to win a prize.

### Birthday Buddies

An optional staff activity, where staff who choose to participate are randomly allocated a colleague whose birthday they will actively celebrate. This involves staff purchasing a small gift for their allocated birthday buddy and placing it in their pigeonhole along with a little note either on or around the time of their birthday.

### Random Acts of Kindness

At selected or even random times, members of the SWAT team and the wider staff may choose to spread cheer and positivity among staff by facilitating a random act of kindness. This could be sharing a positive message, providing a sweet treat on Valentine's Day, checking in on RUOK? Day or any number of other acts. These acts are designed to be small in nature, but when implemented on a broad scale act as a positive contagion that boost staff morale.

### Staff Morning Teas

These are scheduled once per week in the staff room, with each staff member rostered once per term as part of a small group to prepare morning tea. Staff shoutout prizes are drawn at the final morning tea of each month. Entries are taken from any staff shoutouts and community recognition received during the previous month.

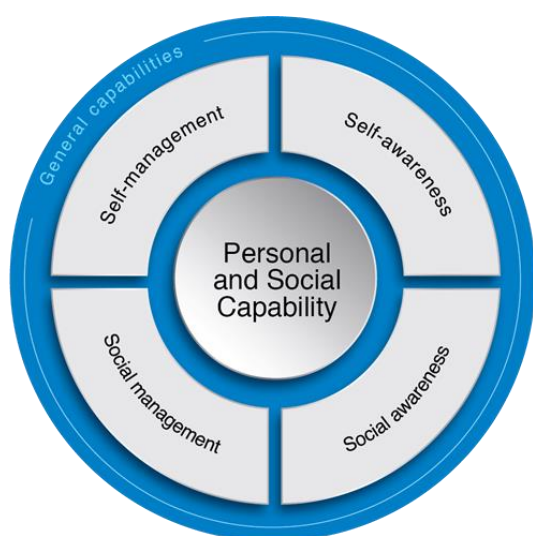
## Staff Social Events

The SWAT team recognises that any opportunity to bring staff together improves staff culture, morale and mental health. The team seeks to organise 4 events each year, 2 per semester. 1 event per semester is scheduled internally at school and 1 event external, with the external event in Semester 2 being the Staff Christmas Party.

## Student Wellbeing

### Personal and Social Capability

Educating our students on the importance of managing their own wellbeing and equipping them with the practical skills and knowledge to do this are key facets of our wellbeing strategy. This is also articulated within the Personal and Social Capability strand of the General Capabilities of the WA Curriculum, which dictate that schools teach students a range of life skills, which are elaborated in the graphics below. In particular the more students learn about their own emotions, values, strengths and capacities, the more they are able to manage their own emotions and behaviours, and to understand others and establish and maintain positive relationships. The personal and social capability learning continuum is organised into four interrelated elements.



#### **Self-management**

- express emotions appropriately
- develop self-discipline and set goals
- work independently and show initiative
- become confident, resilient and adaptable.

#### **Self-awareness**

- recognise emotions
- recognise personal qualities and achievements
- understand themselves as learners
- develop reflective practice.

#### **Social management**

- communicate effectively
- work collaboratively
- make decisions
- negotiate and resolve conflict
- develop leadership skills.

#### **Social awareness**

- appreciate diverse perspectives
- contribute to civil society
- understand relationships.

### Whole-school (Universal) Social Emotional Learning (SEL) programs

There are a range of Social and Emotional Learning (SEL) programs that are taught by classroom teachers and our School Chaplain with the specific intent to teach the Personal and Social Capabilities listed above. These are taught at the Tier 1 (Universal) level as a part of our whole-school Health Education syllabus. These SEL programs are explained below.

#### **URStrong**

URStrong is an internationally recognised friendship program that aims to empower children with the skills, language, and self-confidence to be better friends and develop healthier relationships.



URStrong is a skills-based program that teaches children how to put a voice to their feelings, create healthy friendships, and build a solid foundation for future relationships. Along with learning what is normal in a friendship and the difference between healthy and unhealthy friendships, students also learn and practice URStrong's step by step approach for putting out common Friendship Fires (i.e. conflict) and how to combat Mean-on-Purpose behaviour.



URStrong uses their own Friendology curriculum which has been adopted by hundreds of schools around the world including many from Western Australia. The Friendology curriculum is a framework to support a school wide friendship strategy. The aim is to teach kids a common language for confidently managing conflict and creating a culture of respect and kindness. The school subscribes to URStrong to allow staff to access lessons and resources via an online portal. More information is available at <https://urstrong.com/>

### Protective Behaviours

The teaching of Protective Behaviours is mandatory across all WA public schools, as a recommendation of the Royal Commission into Institutional Responses to Child Sexual Abuse and part of the Child Protection in Department of Education Sites policy. Protective Behaviours is taught by classroom teachers in Term 2 of each year as part of our Health Education curriculum. All content is delivered at an age-appropriate level and teachers are provided with regular professional learning to ensure that their knowledge of the topic remains current.

The Protective Behaviours program instils important personal safety skills and strategies to allow students to identify and negotiate a wide range of potentially unsafe situations. The 2 key themes of Protective Behaviours are consistently reinforced during the program to ensure they are well understood by the students. These are:

- 1) We all have the right to be safe and feel safe at all times
- 2) We can talk with someone about anything, no matter what it is

More information on Protective Behaviours is available at <https://ikon.education.wa.edu.au/-/access-protective-behaviours-resources> (staff only).



### G.R.I.T



YouthCARE's G.R.I.T. (GROWTH, RESILIENCE, INTEGRITY TRACTION) Program is taught as part of Health Education lessons for one term each year in every Year 3–6 classroom. The G.R.I.T. Program aims at developing resilience, trust amongst peers, social and emotional awareness and equipping young people with the skills to communicate and work well in group settings, achieve goals and overcome challenges. It utilises experiential learning methods, where students participate in a range of challenging activities followed by a discussion to unpack what happened. G.R.I.T. lessons are facilitated by our School Chaplain, Miss Bwalya Phiri, with the assistance of classroom teachers.

### WA Respectful Relationships Teaching Support Program (WARRTSP)

The Western Australian curriculum currently includes age-appropriate and sequential respect content and schools play an important role in contributing to the wider community approach to the issue. However, stronger education is needed to promote a culture of respect and help prevent all forms of harassment and assault, including family and domestic violence. Targeted teaching on respect and consent is essential to equip children and young people with the life skills to develop healthy, safe relationships and to help them avoid harmful situations.

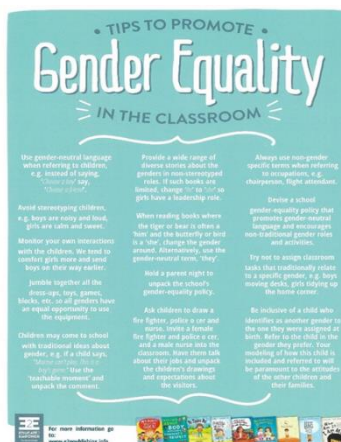
Respectful Relationships and Consent (RRC) Education is a whole school approach to creating and maintaining a culture of respect among all community members. RRC supports students, staff and the wider community to build healthy relationships based on mutual respect and equality. RRC is a primary prevention approach delivered through the education system to create generational and cultural change around the incidence of family and domestic violence, with a particular emphasis on improving gender equality.

The school is part of the WARRTSP, which provides additional support and training to our staff in implementing RRC. Implementation is via five domains:

- Teaching and learning
- Policy and practice
- School culture and environment
- Community partnerships
- Student voice and agency

More information about the WARRTSP is available at <https://ikon.education.wa.edu.au/-/access-the-western-australian-respectful-relationships-teaching-support-program> and via the [WARRTSP Connect Group](#) (staff only).

The Respectful Relationships and Consent Education Hub is available at <https://ecm.det.wa.edu.au/connect/resolver/view/RRK10T001/latest/index.html>



**Observance of significant, targeted community campaigns and days of acknowledgement**

We acknowledge our school is part of a broader community and believe it is important to recognise annual campaigns that support diversity and social justice in our world in order to foster a sense of belonging for all members of the school community. These campaigns include Harmony Week, NAIDOC week, International Day of Friendship, World Inclusion Day, Wear it Purple Day, White Ribbon Day and the 16 Days in WA campaign.

**Tier 2 and 3 Wellbeing Initiatives – Targeted and Intensive Supports**

**School Psychologist**

Our School Psychologist, Ms Stephanie Causton, supports us to deliver optimal student educational outcomes. The remit of the school psychologist is to provide specialist psychological assessment, diagnosis, intervention and consultation services at the individual, group and whole school level. To maximise their impact, they balance the provision of direct support with a range of indirect and preventative services. The desired outcomes of school psychology services are:

- improved student belonging, connection and engagement in learning
- enhanced student wellbeing
- culturally safe and responsive learning environments
- school improvement and strengthened staff capacity.

**School Chaplain**

Our School Chaplain, MS Bwalya Phiri, provides social and emotional support to our school community. Chaplains are in the prevention and support business, helping students find a better way to deal with life's issues. They provide a listening ear and a caring presence in the school, available for all students, staff, and families. The chaplain can

assist with the development of programs to support the emotional wellbeing of all students, such as through the delivery of the G.R.I.T programs, as well as individual or small group counselling sessions. Caregiver consent is required prior to student participation in any chaplaincy service.

#### SAER Team

Students at Educational Risk (SAER) are 'students whose academic, social and/or emotional attributes are a barrier to engagement with the content and standards defined in the Western Australian Curriculum.' (Department of Education WA 2015)

The SAER team consists of the School Psychologist, School Chaplain, Principal and Associate Principals, who meet regularly as a group to ensure that the academic and pastoral needs of all identified SAER are considered.

#### EdConnect Mentors

EdConnect recruits, trains and supports skilled volunteers to provide life-changing mentoring or learning support to students in local schools who might struggle to realise their potential. We currently engage several EdConnect volunteers who mentor selected Year 3-6 students. More information at <https://www.edconnectaustralia.org.au/>

#### Breakfast Club

Foodbank's School Breakfast Program is the largest in the state, with almost 500 schools participating across Western Australia. The program reaches over 21,000 children, serving over 68,600 breakfasts per week. The program commenced at MVPS in 2022 in response to the growing awareness that many students were coming to school without eating breakfast. Breakfast Club currently runs on Monday and Tuesday mornings, and anyone within the school community is invited to attend. More information is available at <https://www.foodbank.org.au/WA/school-breakfast-program/?state=wa>



#### Street Team

This group of Year 4-6 students come together once a fortnight to provide student voice on a range of pastoral care, wellbeing and behaviour initiatives. The group is coordinated by Mr Aaron Bathols.



# MVPS Student Behaviour Policy

## Student Behaviour in Public Schools

The [Student Behaviour in Public Schools policy and procedures \(staff only\)](#) (Department of Education WA, 2023) states that creating safe, inclusive, orderly, supportive, and culturally responsive environments that enable students to fulfil their learning potential, is a responsibility shared by all members of the public schooling system and school community.

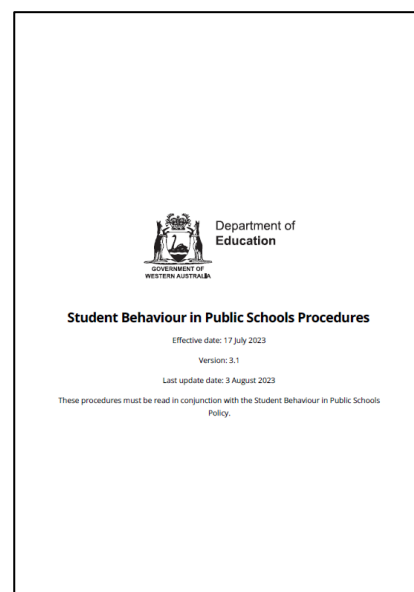
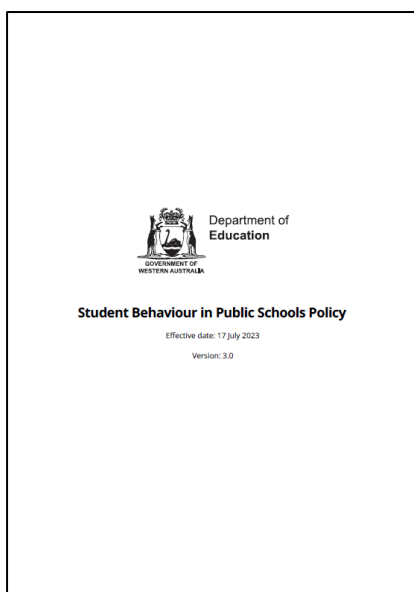
The Department's Student Behaviour in Public Schools policy and procedures outline the requirements of schools in providing every student with the educational support the student needs to learn and maintain positive behaviour and good standing at school.

The **mandated requirements** are to be implemented within a framework of **restorative practice**, the key principles of which are:

- Positive interpersonal relationships are a major influence on behaviour.
- A culture of care supports all individuals in the school community.
- Cultural receptiveness and responsiveness are key to creating learning communities of mutual respect and inclusion.
- A restorative approach leads to individuals taking responsibility for their behaviour.

As part of the updated policy, it is recommended that schools should develop a whole school approach to behaviour that:

- Engages the school community in building a culture of positive behaviour that values students' strengths, abilities and diversity.
- Identifies and communicates the rights and responsibilities of all students and staff to engage in building positive behaviour.
- Incorporates restorative principles, systems and approaches.
- Utilises multi-tiered systems of support that are responsive to student needs.
- Builds staff capability through training and support to teach and sustain positive behaviour.
- Uses available intensive behaviour supports for students with complex needs.



## Principles of Behaviour

Research in Individual and Behavioural Psychology has influenced our understandings of how behaviour is formed and can be shaped. Alfred Adler proposed that all behaviour is goal oriented and that individuals are motivated to seek belonging by the way they function in social systems. He suggested that humans develop patterns of responding to and interpreting their environment based on past experience (Adler, 1956).

The following principles have been informed by Adler's work and the work of subsequent theorists and support our understanding of student behaviour. Specifically:

- Behaviour is learned – and can therefore be taught and positive change facilitated.
- Behaviour is purposeful – it meets a need or serves a purpose (i.e. has function) and can therefore be made sense of and catered for.
- Behaviour is communicative – it is the student's best way to communicate unmet needs (within the resources available to them).
- Behaviour is contextual – 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.

Human beings learn through interactions from an early age and may try a range of behaviours to get a desired response or to meet their needs. Behaviours which achieve the student's goals are likely to continue and may become characteristic ways of behaving.

We also know, and believe, that 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.

## A social-ecological lens on behaviour in schools

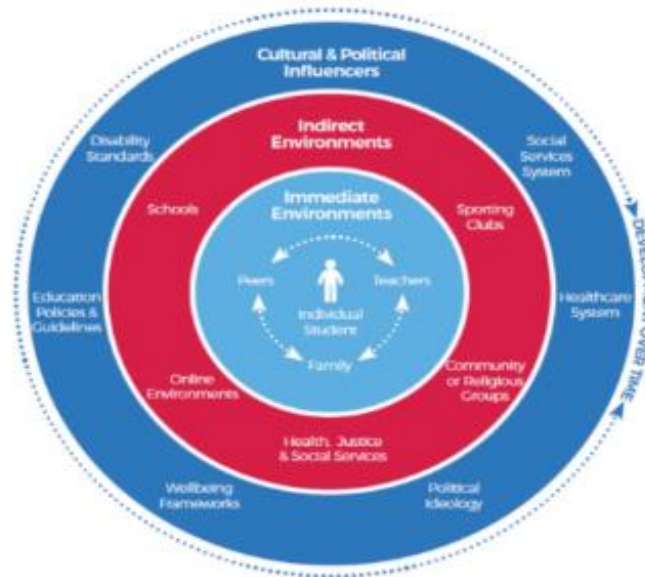
Behaviour is a transaction between a person and others in their life space (Bronfenbrenner, 2005). Ecological Systems theory emphasises the view that student behaviour occurs across multiple systems (settings) and many factors influence behaviour. Factors include those:

- Within the student themselves; and
- In their immediate environment (family, peers, school staff and community).

Using an ecological approach, the classroom may be viewed as an ecology consisting of connected and intertwined personalities, activities, procedures, and occurrences, all of which may impact upon behaviour (Arthur-Kelly et al., 2003). These environments are also, in turn, influenced by a broader social-ecological system of cultural values, laws and customs, political and economic factors. Every part of every environment with which children and young people interact either directly or indirectly has impact on their lives. This means that education settings and all the people in those settings can be a source of significant positive influence in the lives of children and young people.

Understanding the factors that impact a student's behaviour can help us identify those within our sphere of influence. This can amplify positive behaviour support strategies substantially for more positive outcomes.

The diagram below illustrates a social-ecological lens (developed by NSW Department of Education, Learning and Wellbeing Directorate in partnership with the Telethon Kids Institute):



Advantages of a social-ecological model for positive student behaviour:

- student remains at the centre of all systems/ecologies as unique individuals.
- engages the whole school community in building systems and supports which strengthens beliefs that underpin school approaches.
- offers a broad, humanistic, holistic and relational lens across understanding behaviour (responses to need overreacting to behaviour).
- emphasises understanding of the situations their student’s families may be experiencing.

## Continuum of Student Behaviour

Student behaviour can be considered on a continuum from expected/productive through to inappropriate/unexpected/ unproductive/unacceptable.

*Expected or productive behaviours* are those that are reasonable or can be anticipated in a particular situation. This accounts for most student behaviour.

*Inappropriate, unexpected, unproductive, or unacceptable student behaviours* are classified as either disruptive or challenging. *Disruptive behaviour* is behaviour that hinders or stops a teacher from teaching, or other students from learning. *Challenging behaviour* is defined as behaviour that threatens the safety of staff or students; or disruptive behaviours that are persistent in nature and not modified using generic behaviour management strategies. Disruptive and challenging behaviours can be distinguished by intensity, including the severity, frequency, duration and durability of the behaviour, and the degree of risk the behaviour presents to the student (self) or others.

## Student Behaviour at Maida Vale Primary School

The Maida Vale Primary School Student Behaviour Policy is intended to engender high standards of behaviour among our students. In turn, this will ensure effective teaching and learning and optimal student outcomes.

This policy has been developed in collaboration with our school community. The School Board, staff and students will be informed and consulted throughout all key stages of implementation. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents has also helped inform the process.

We consider behaviour management to be an opportunity for valuable social learning as well as a necessity of academic rigour. The Student Behaviour Policy outlines our system for facilitating positive behaviours, preventing problem behaviours and responding to unacceptable behaviours. Through our whole school plan, shared expectations for student behaviour are clear for all stakeholders, assisting staff and students to maintain a positive and productive learning and teaching environment.

### **Guiding Principles**

1. Positive student behaviour is essential to promote engagement in learning and to maximise the impact of classroom teaching.
2. As behaviours can be learned, it is important that our expected behaviours and routines are explicitly taught.
3. If a child is having difficulty displaying our expected behaviours, staff model and reinforce them using a restorative approach.
4. Any consequences that are applied for unacceptable behaviour should be considerate of the student's age and any underlying trauma or disability.

While behaviour management takes on a whole-school approach at MVPS, it is built on a positive classroom culture, fostered by respectful relationships and the development of a safe learning environment for all students. At Maida Vale Primary School, we utilise the Positive Behaviour Support (PBS) and Multi-tiered System of Support (MTSS) frameworks to inform and govern our approach to teaching and managing student behaviour.

## Positive Behaviour Support (PBS)

The Positive Behaviour Support (PBS) framework helps schools to create positive learning environments by developing proactive school-wide systems to define, teach and support appropriate student behaviour.

PBS applies evidence-based approaches, practices and strategies for all students to increase academic performance, improve safety, decrease unexpected behaviour and establish a positive school culture. PBS places a major focus on prevention rather than reaction, with the following key elements helping 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 master the new behaviours.
- **Consistent and frequent acknowledgement of appropriate behaviour**  
A school-wide focus on all staff giving students high rates of positive, specific 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 approach. When implemented with consistency and fidelity, PBS has been proven to result in increased time for instruction, an increase in positive school wide behaviours and a decrease in disruptive behaviours. Data on student behaviour is collected and used to inform and drive the framework.

PBS views inappropriate behaviour in the same manner that problems in reading or maths are viewed as a skill deficit. When a skill deficit exists, the appropriate skill is taught. Behaviour infractions are seen as errors requiring teaching, rather than character faults to be fixed by punishment. The use of PBS is predicated on 3 main facts:

- 1) We can't make students learn or behave; BUT
- 2) We can create environments that increase the likelihood that students will learn and behave; AND
- 3) Environments that increase this likelihood are guided by a core curriculum which is implemented with consistency and fidelity.

## **PBS and the Multi-tiered System of Support (MTSS)**

Our MTSS (see pg. 12) enables us to view student behaviour through multiple lenses and assists us to identify, plan, resource and monitor student achievement, engagement and wellbeing, and connect services and support when responding to the needs of students and schools. Within our MTSS, a response to intervention (RTI) approach is used. Our PBS RTI comprises of three tiers:

### Universal

The school promotes positive behaviours for all students and maintains safe, respectful learning environments with preventive, whole-school systems and practices, including Good Standing. All students are engaged in learning our social behaviour curriculum.

### Targeted

The school develops a supplementary range of response strategies to support students displaying emerging, low-level behaviours of concern.

### Intensive

Individualised support is provided alongside effective case management for students with complex behaviour support needs. Students with the most complex needs may need a coordinated approach through a request for assistance to access multiple services through Statewide Services.

Student behaviour data is regularly reviewed to identify and respond to emerging trends and to confirm that school level behaviour support approaches are not disproportionately impacting on particular student cohorts – e.g. Aboriginal students or students with disability. The Nationally Consistent Collection of Data (NCCD) is an annual collection of data that identifies students with disability receiving adjustments and the level of adjustments provided, including behaviour support adjustments.

Low level behaviours in school settings (Tier 1 & 2) can create a significant amount of disruption and distraction and even emotional distress for students and staff. While most students will respond appropriately to positive behaviour support and classroom management strategies, some students can struggle to consistently interact in positive ways and maintain focus on tasks. This can be exacerbated by a range of social, emotional, cognitive, physical and interpersonal factors.

When this happens repeatedly it can be frustrating and difficult to see the whole picture. It is important to have clear strategies for maintaining a consistent and positive approach. A social-ecological lens not only helps us

understand why a student might engage in challenging behaviour but more importantly helps us identify factors we can immediately impact and factors we can influence to support positive behaviour.

## Restorative approaches

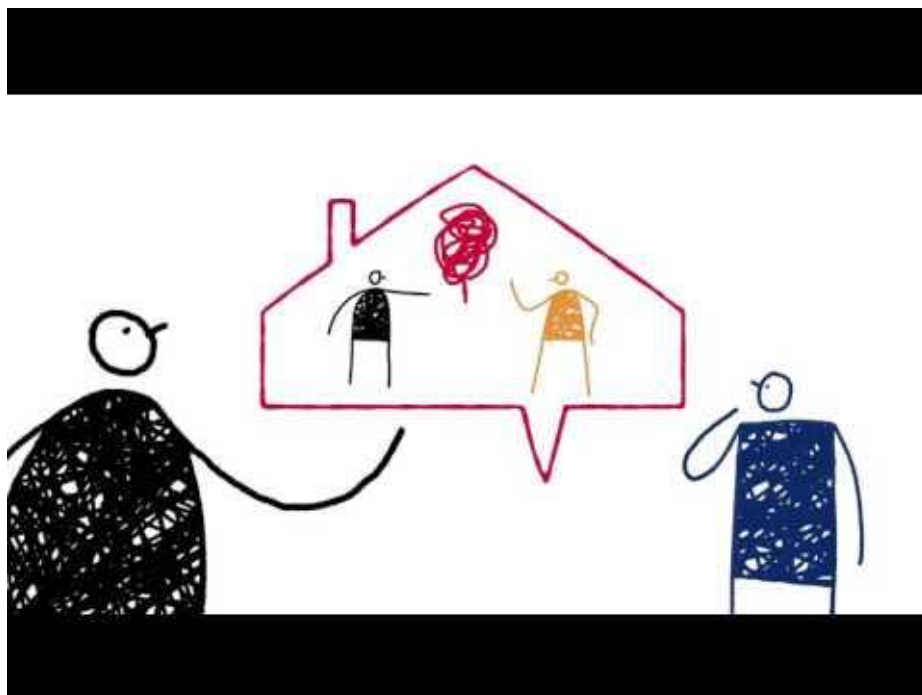
All humans are hardwired to connect. Just as we need food, shelter and clothing, human beings also need strong and meaningful relationships to thrive. Restorative approaches is a field within the social sciences that studies how to strengthen relationships between individuals as well as social connections within communities. Though newer to the social sciences, restorative practices has deep roots within indigenous communities throughout the world.

Restorative approaches:

- are a way of being, thinking, interacting, teaching and learning – with building and restoring relationships at the centre of decisions and actions.
- focus on the need to repair harm that has occurred.
- contribute to building a culture of positive behaviour.
- help maintain the safety of all members of the community.
- meet the needs of students.
- view conflict as learning opportunity at all levels, using collaborative problem solving for responding to behaviours of shared concern.
- develops empathy and reinforces self-regulation.
- applies procedural fairness to decision making, ensuring responses to behaviour are fair and proportionate.
- provides opportunity for student and family voice.
- promotes personal responsibility and accountability for behaviour across the school community.
- implements responses to behaviours of concern that are solution focussed

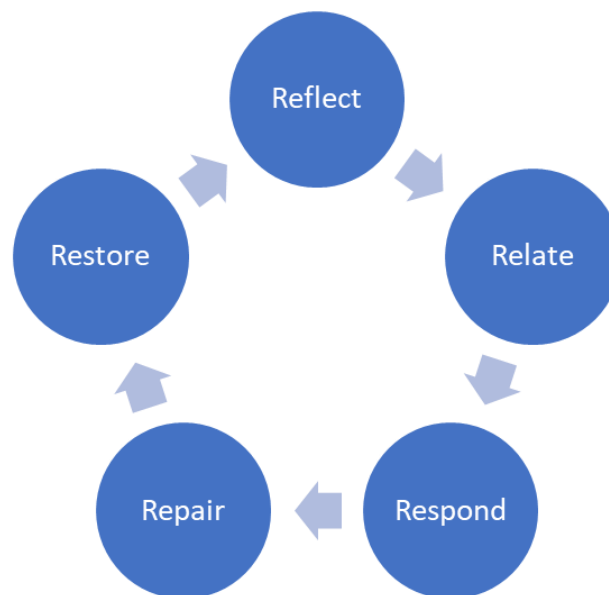
Click on the video or the link below for an introduction to Restorative Approaches

[Introduction to Restorative Approaches](#) (Resolve Consultants)



Implementing a restorative approach requires:

- restorative mindsets (ways of thinking about student behaviour). A restorative mindset is a way of thinking and that puts relationships at the centre of all actions and decisions. Restorative thinking replaces punitive actions.
- restorative cultures (the values, beliefs and systems that drive actions). Five beliefs and values underpin systems and practices evident in a restorative school culture. These include:
  1. having and showing empathy and consideration for all members of the school community.
  2. understanding that everyone has their own unique and equally valued perspective.
  3. believing that student behaviour is communicative, values led and needs driven; and that identifying and responding to unmet needs is critical to planning, particularly with children and young people with complex needs.
  4. understanding that behaviour is learned, and thoughts influence emotions and behaviour. Children and young people need to be supported to learn social and emotional capabilities from caring adults.
  5. believing that shared responsibility for problem solving and decision-making is required across the school community.
- restorative practices (a cycle of restorative ways of working). The use of a restorative practice cycle is inclusive and concerned with maintaining and building positive connection and relationships between students, parents, teachers, and the community. It is an essential component of supporting the wellbeing of all members of the school community.



**Reflect** – a process to develop self-awareness

**Relate** – The creation of a climate of care and support that requires three elements that emphasises the importance of strategies aimed at both promotion and prevention:

- Physical environment
- Relationships
- Teaching and Learning programs

**Respond** - Strengthen and support positive student behaviour by including the use of a range of strategies

**Repair** – This stage occurs when harm has been done and involves all members of the school community that have been impacted.

**Restore** – This stage supports students to restore damaged relationships and re-engage with learning.

## Bullying

Bullying is:

- an ongoing, repeated behaviour
- a deliberate misuse of power in relationships that is used to cause physical, social and/or psychological harm.
- verbal, physical and/or social behaviour.

Bullying can:

- involve an individual or a group misusing their power over someone who feel unable to stop it from happening.
- happen in person or online.
- be obvious or hidden.

Bullying is not:

- A single incident
- conflict or fights between equals

Sometimes children who are bullied are reluctant to discuss this issue with parents, carers or teachers. They are concerned that 'telling' will make matters worse. As we promote the need for students to speak to a trusted adult within their Safety Network during Protective Behaviours lessons, students are taught from a young age to speak up when they don't feel safe.

Bullying behaviour is considered a serious matter at Maida Vale Primary School and will not be tolerated. Some of the strategies we use to address bullying include:

- teaching students what to do when they see or experience bullying.
- developing students' communication, social, assertiveness and coping skills.
- using a restorative approach to address interpersonal conflict.
- changing the school environment to improve teacher supervision.
- increasing supervision of students at particular times or places.
- support from Tier 2 intervention strategies (eg: school chaplain, DRUMBEAT program) to develop social skills.
- changing access to technology.
- temporary or permanent timetable or class changes to decrease students' contact.
- promoting positive bystander (upstander) behaviour.
- disciplinary action against students who bully others.

Everyone has the right to feel safe and supported in the school environment, to feel included and to be treated with respect. To achieve this, it is everyone's responsibility to participate and contribute to positive behaviour at school, to build positive relationships and to demonstrate respect and tolerance towards others.

# Student Behaviour Procedures

## A Whole School Approach to Positive Behaviour

Using a whole school approach to promote positive behaviour across a school is the most effective way to develop a safe and supportive learning environment. In our whole-school approach:

- Expectations are simple, clear and explicit.
- Our school community (students, parents and staff) worked together during 2022 and 2023 to establish the expectations for behaviour. These are displayed on the matrix on page 34.
- All students are explicitly taught our school values (Respect, Belong, Impact and Excellence) and the expected behaviours that accompany these.

Research shows that students are more likely to respond positively when they know what is expected of them and when responses to behaviour are fair and consistent. Some students will require additional support to learn the expected behaviour. A few students will require intensive support to assist them to learn appropriate ways of behaving.

Behavioural errors are viewed in the same manner as academic learning errors - as a skill deficit. When a skill deficit exists, the appropriate skill should be taught. Behavioural errors are responded by re-teaching, guided practice and followed by independent practice with frequent monitoring. Students are given encouragement, shown where errors are made and taught how to make a correction. They are then given opportunities to practice and provided with immediate feedback. Viewing behavioural errors similarly to academic errors helps staff to be objective and professional with their responses.

## Positive Behaviour Support (PBS) at Maida Vale Primary School

PBS at MVPS is led by a team of staff who are responsible for the implementation of evidence-based PBS practices throughout the school. Our dedicated Staff PBS Team consists of School Leaders, Teachers and Education Assistants. The team has a Team Leader, Internal PBS Coach, Data Manager, Communications Officer, Secretary and other team members, who meet twice a term to drive the PBS action plan.

The Staff PBS Team is responsible for ensuring:

- The development and use of a consistent whole school approach and common language in regard to behavioural expectations and routines.
- Positively stated expectations for all students and staff.
- A collaboratively developed behaviour matrix which describes the PBS expectations.
- Behaviour expectations are highly visible within classrooms and throughout the school.
- A behaviour matrix (curriculum) with lesson plans.
- All staff demonstrate, explain and provide opportunities for students to practice behaviour skills within and across multiple school settings.
- Classrooms, learning areas and play spaces have established visible procedures and routines which have been taught to students.
- A continuum of procedures for encouraging the demonstration of productive behaviours.
- Students are given a high ratio of specific, positive and frequent acknowledgement for displaying expected behaviour which is linked to the language of the Whole School Expectations.
- An array of procedures for responding to behaviour errors, with a reteaching focus.
- Clearly defined teacher managed and office referred behaviours, Minor and Major office referral sheets.

## Teaching Expected Behaviours

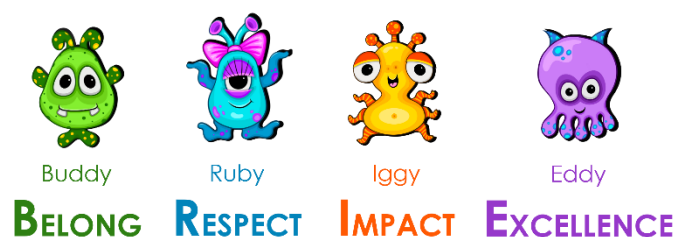
Staff explicitly teach the behavioural expectations outlined in the Behaviour Matrix during a 60-minute PBS lesson once per fortnight. Staff use bespoke PBS lesson resources, created by the MVPS PBS Team, to teach these lessons. Guided and then independent practice of the behavioural expectations is a key feature of the lessons, as per our Explicit Direct Instruction (EDI) instructional approach.



## PBS Tokens

Coloured PBS tokens are the currency of our PBS framework. They are given out **freely** and **frequently** when students demonstrate our behavioural expectations. Staff choose to award the coloured token that reflects the school value the displayed behaviour aligns with. When a token is awarded, staff thank the student for displaying our expected behaviour, also stating the specific behaviour the student is demonstrating.

Tokens are immediately deposited by students in the nearest token container for their faction. The Street Team complete a count of tokens each fortnight, with all accrued tokens counting towards Faction Token Reward Milestones.



Tokens are not a lucky dip or an option for a class raffle. Nor can a token be taken away once earned.

## Faction Milestone Rewards

All earned PBS tokens accrue for a student's faction. Throughout a calendar year, each faction is working to accumulate the most tokens possible. Milestone achievements are updated on a regular basis at Musters and Assemblies, with only the faction(s) that have earned that milestone eligible to participate in the reward.

- 1500 tokens – Extra play
- 3000 tokens – Frozen treat
- 5000 tokens – Early recess
- 7500 tokens – Pyjama Day
- 10000 tokens – Sausage Sizzle
- 12500 tokens – Free Dress Day
- 15000 tokens - Water play on the oval



## Individual Rewards

When a student demonstrates regular or exceptional adherence to our behavioural expectations, staff may choose to bestow on that student a **rare gold token**, complete with the astronaut motif pictured above. Gold tokens are deliberately rare, with less in circulation than the other tokens. Once a gold token is received, students should scan the QR code and complete the form before depositing the token in their faction container. The form is accessible by Admin staff, who then organise the distribution of a coloured Maida Valien wristband to the gold token recipient at the next Monday Muster. Once a student has collected all 4 wristbands, they are eligible to 'Level Up' as per the levels outlined below:

## Level Up Rewards


Level 1	Maida Valien Pin/Badge
Level 2	Maida Valien Drink Bottle
Level 3	Tech Deck 1 – Ruby Respect
Level 4	Pencil Case
Level 5	Tech Deck 2 – Buddy Belong
Level 6	Student Name Plaque for Desk
Level 7	Tech Deck 3 – Iggy Impact
Level 8	Bucket Hat
Level 9	Tech Deck 4 – Eddy Excellence
Level 10	Lunch Box

## **End of Year awards**

At the end of each year, the student who has claimed the most gold tokens during that year will be crowned the 'Maida Valien of the Year' and presented with a trophy and voucher at the Presentation Assembly. They also have their name added to the perpetual trophy.

The faction that claims the most PBS tokens by the end of the year is acknowledged with the MVPS Spirit Award.

## Matrix of Expected Behaviours at Maida Vale Primary School



# THE MAIDA VALE WAY

School value	Belong	Respect	Impact	Excellence
<b>Definition</b>	We support each other to contribute with purpose.	We treat ourselves, others, and our school with care.	We choose to make a difference.	We embrace opportunities to learn and improve.
<b>Synonyms</b>	supportive, teamwork, inclusion, contribution, sharing, kindness, cooperation, collaboration, togetherness, helpful	self-care, safety, acceptance, tolerance, empathy, considerate, compassionate, courteous, dignity, understanding	transform, alter, instigate, influence, affect, initiate, model, inspire, lead, motivate, change	achievement, endeavour, merit, honour, prestige, success, improvement, innovation, growth, development, integrity
<b>Whole School (Everywhere, all the time)</b>	<ul style="list-style-type: none"> <li>- We encourage and support each other.</li> <li>- We co-operate with others.</li> <li>- We greet everyone politely.</li> <li>- We wear our uniform with pride.</li> </ul>	<ul style="list-style-type: none"> <li>- We follow adult instructions and accept direction without challenge.</li> <li>- We keep our body and other objects to ourselves.</li> <li>- We acknowledge and accept personal differences.</li> <li>- We listen attentively to others.</li> <li>- We use and store school and personal equipment as intended.</li> </ul>	<ul style="list-style-type: none"> <li>- We take responsibility for our actions.</li> <li>- We help others when they need it.</li> <li>- We try to solve problems on our own before seeking adult help.</li> <li>- We display sportsmanship.</li> <li>- We are role models for others.</li> </ul>	<ul style="list-style-type: none"> <li>- We always give our best.</li> <li>- We are prepared and ready to learn.</li> <li>- We persevere when challenged.</li> <li>- We learn from our mistakes.</li> <li>- We celebrate successes.</li> </ul>
<b>Classroom</b>	<ul style="list-style-type: none"> <li>- We allow others to work.</li> <li>- We include others in learning activities and games.</li> <li>- We share and take turns.</li> <li>- We take pride in our classroom.</li> </ul>	<ul style="list-style-type: none"> <li>- We raise our hand when we want to speak.</li> <li>- We line up quietly before entering a classroom.</li> <li>- We use an inside voice in class.</li> <li>- We follow the school's ICT policy.</li> <li>- We ask an adult before entering a room.</li> </ul>	<ul style="list-style-type: none"> <li>- We inspire our peers through our actions.</li> <li>- We welcome leadership opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>- We set learning goals and work to achieve them.</li> <li>- We present our best work.</li> <li>- We take advice and accept feedback.</li> </ul>
<b>School Grounds</b>	<ul style="list-style-type: none"> <li>- We play fairly with others.</li> <li>- We wear our school hat when out in the sun.</li> <li>- We stay within school boundaries.</li> <li>- We agree on rules before starting games.</li> <li>- We wait to be dismissed before we go and play.</li> </ul>	<ul style="list-style-type: none"> <li>- We walk on hard surfaces.</li> <li>- We move quietly around the school.</li> <li>- We keep our school clean and tidy.</li> </ul>	<ul style="list-style-type: none"> <li>- We are active bystanders.</li> </ul>	<ul style="list-style-type: none"> <li>- We use toilets and water fountains for their intended purpose.</li> <li>- We move promptly off the school grounds at the end of each day.</li> </ul>
<b>Community</b>	<ul style="list-style-type: none"> <li>- We participate calmly during morning routines.</li> <li>- We arrive at school after 8:10am each day.</li> </ul>	<ul style="list-style-type: none"> <li>- We are considerate audience members during whole school events.</li> <li>- We wear a helmet when riding to and from school.</li> </ul>	<ul style="list-style-type: none"> <li>- We demonstrate gratitude when others help us.</li> <li>- We are ambassadors for our school.</li> </ul>	<ul style="list-style-type: none"> <li>- We represent our school with pride and integrity.</li> </ul>

## Behaviour Support

In addition to explicitly teaching expected behaviours as outlined in the Behaviour Matrix, students who are not demonstrating expected behaviours are conferenced in order to address the behaviour and to teach and explain what is expected. Staff at Maida Vale PS use a restorative approach when addressing students not demonstrating expected behaviours. This intervention is typically carried out by pastoral care specialists within the school, including classroom teachers and members of our SAER team.

Students at the Tier 2 or 3 level may also have a **Behaviour Support Plan (BSP)** created. This is typically carried out in concert with caregivers, the classroom teacher, school psychologist and a member of the admin team.

## **Responding to Inappropriate Behaviour**

Challenging behaviour exists in every school and though varied in frequency and intensity, it has been a concern for some time now, even on a global scale. For example, the U. S. Departments of Justice and Education annual report (2014) indicated that a lack of discipline is viewed as one of the most serious challenges facing public schools in America. Data obtained from staff at Maida Vale Primary School in 2023 also indicated that responding to unproductive or challenging behaviour to be their greatest stressor and challenge in the workplace.

## Building a Schoolwide System to Discourage Inappropriate Behaviour

Realising the value of correcting social behaviour errors, schools must have a system in place that allows staff to efficiently and effectively respond to a range of inappropriate behaviour, from relatively minor ones such as talking out of turn or being off-task, to chronic minor behaviours, and to more serious or major problems such as physical or verbal aggression. This continuum thinking begins with making a clear distinction between behaviours that are serious enough to warrant an office referral and those which can and should be managed by staff within the context of the classroom or non-classroom settings. It requires staff to have clarity on what behaviours are “staff-managed” and which are “office managed.”

## Staff-Managed Behaviours

Staff-managed behaviours are those addressed by staff using best practices, including Classroom Management Strategies, correction and re-teaching. A focus on teachers developing effective interpersonal relationships with students in their direct care also goes a long way to mitigating behavioural issues before they arise.

## Low Key Responses

Teachers use Low Key Responses in their interactions and managing student behaviour. Low Key Responses are evidence-based strategies that allow teachers to manage classroom routines, and quietly deal with unproductive student behaviour before it becomes a problem. Key attributes of low-key responses are that they:

- use minimal verbal communication
- are not a distraction to the rest of the class
- allow the lesson to continue to flow
- do not invite escalation

If the inappropriate behaviour persists/intensifies, it is important to know when to step away from the situation before the inappropriate behaviour escalates beyond what can be appropriately managed in the instructional environment. It is also important to know students well enough to anticipate those more likely to escalate when confronted by staff. If the behaviour persists, then the student may be referred to the office. The assumption is that staff have done all they can to correct the problem (after first identifying the behavioural antecedent or ‘trigger’), that the behaviour is not responding to intervention, and the student is not being successful.

## Office-Managed Behaviours

For office-managed behaviours, the behaviour is a serious or chronic disruption, concerns safety for the student or others, or is a potentially illegal behaviour. This will typically result in actions taken in the office that may include corrective consequences, such as: more intensive teaching, restitution activities, strategies to help the student handle future situations, or phone calls home.

A list of behaviours requiring office referral was developed by staff in 2023 and is displayed in each classroom to ensure clarity and consistency of application.

All incidents of major negative behaviours are referred immediately to the office. This occurs regardless of the stage of continuum during which the behaviour occurs.

## **Office referral process**

When a student is referred to the office, Admin staff reserve the right to handle the matter at their discretion. Often this will result in the application of some of the corrective consequences mentioned on the previous page. However, if student or adult safety is of concern, the transgressing student will typically be removed from class for a period of time, congruent with their age, severity of the incident and any underlining diagnosis (actual or imputed) or pastoral care concerns. As per PBS, remaining in class & engaged in instruction is essential to student academic/social success.

Unless the incident is deemed by Admin to be of an extremely serious nature warranting consideration of withdrawal or suspension, students will typically be returned to class after a period of time by a member of Admin. Where possible, teaching staff will be informed of the outcome, either on the spot or via email at a later time.

The **Behaviour** section of Integris must be updated to reflect the incident, action and who was informed. For office-managed behaviours, this will be done by Admin and for staff-managed behaviours (typically those that are ongoing for a student and 'paint a picture' or show trends to their behaviour) this will be completed by the Classroom or Specialist Teacher, depending on where the incident(s) occur.

Any pastoral care concerns relating to a student's physical or emotional welfare, or aligned with a medical or imputed diagnosis, should be referred to Admin separately via email/confidential conversation (ie: not via the Pink Slip route).

## **Consequences of office referral**

In addition to any restorative practices used, the following options are available to Admin staff to apply as more formal consequences to inappropriate behaviour.

### **Reprimand**

Where Admin discuss the behaviour with the child, counsel the child and give a stern warning about future behaviour. This warning is recorded and referred to if the student repeats the behaviour.

### **Detention**

This may take place at recess or lunchtime (or both). Typically, this is served in the office, but Admin staff may choose to 'walk and talk' with a student while on playground duty.

### **Withdrawal**

This is when a child is withdrawn from a classroom due to escalating behaviour and works independently in the office with a work program supplied by the teacher.

### **In School Suspension**

The child isolated in school with a work programme supplied by class teacher, which can be completed independently by the student. Separate recess and lunch time. Parent notified of the intention to suspend in-school.

### **Suspension**

Suspension of a student from attending school is imposed for breaches of school discipline which have:

- adversely affected or threatened the safety of anyone on the school site, or taking part in an educational program.
- caused, or are likely to result in, damage to property.
- disrupted the educational instruction of other students.

Consideration is always given as to whether the behaviour of concern is a symptom or manifestation of disability.

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 student's existing behaviour support plan.
- meet with any internal or 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.

As per Department's Student Behaviour in Public Schools Policy, only the Principal or, in the Principal's absence, an Associate Principal, have the responsibility to suspend a student from school.

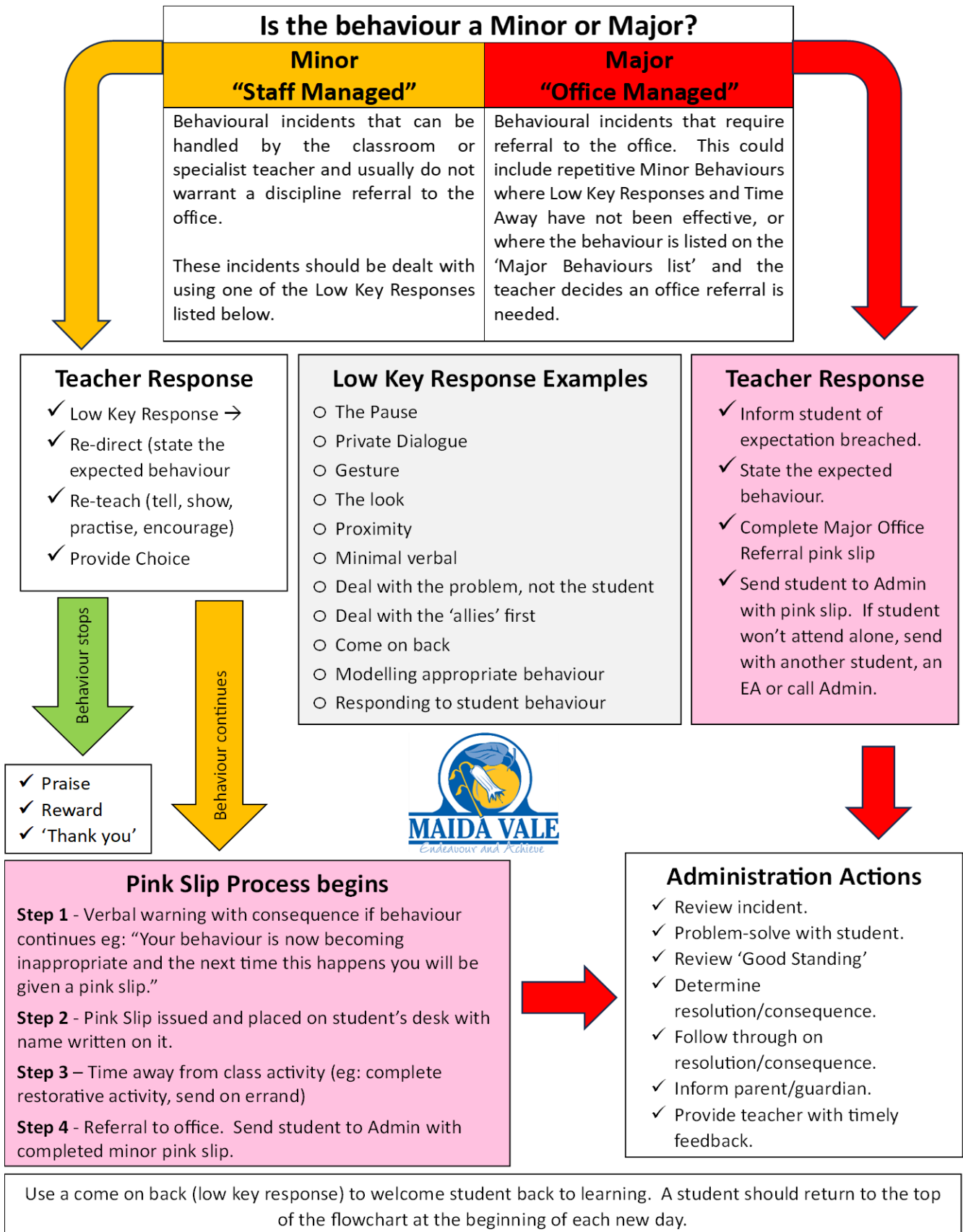
### **Negotiated Attendance**

It may be that after a lengthy suspension, or a series of suspensions, that the child can only return on a gradual basis until they have shown a readiness to return to full time school.

### **Exclusion**

This is for extreme and continuing cases of misbehaviour and occurs as a result of investigation by an exclusion panel.

## Dealing with Inappropriate Student Behaviour Flow Chart



## List of Major Behaviours requiring immediate office referral


Major Behaviours requiring immediate office referral	
Problem Behaviour	Definition
Abusive language	Student delivers verbal messages that include swearing, name-calling or use of words in an inappropriate way that are audibly directed at other students or adults.
Continual low-level behaviours, typically those that cause disruption to the learning environment.	Student engages in behaviour causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behaviour.
Entering an out of bounds area	Student is in an area that is outside of school boundaries (eg: senior students playing in ECE, being behind the art/music room and senior block).
Forgery	Student has signed a person's name without that person's permission
Gang Affiliation Display	Student uses gesture, dress, and/or speech to display affiliation with a gang.
Harassment/Bullying/Repeated Mean on Purpose behaviour	<p>Student delivers disrespectful messages* (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes.</p> <p>*Disrespectful messages include negative comments based on race, religion, gender, age, sexuality, disability, family issues and/or national origin</p>
Inappropriate Display of Affection	Student engages in consensual verbal and/or physical gestures/contact, of a sexual nature to another student/adult that is not age-appropriate. Please refer to <a href="https://kon.education.wa.edu.au/-/respond-to-sexual-behaviour-in-students">https://kon.education.wa.edu.au/-/respond-to-sexual-behaviour-in-students</a> for more information.
Inappropriate use of technology	Student engages in inappropriate use of school or personal electronic devices. This includes using personal devices during school hours, accessing inappropriate content and contravening the school's ICT policy.
Leaving school grounds without permission	Leaving the school grounds, building, classroom or assigned area without obtaining prior approval of staff.
Physical Violence / Aggression	Student engages in deliberate, targeted actions involving serious physical contact where injury is likely to occur to another person (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).
Possession of Weapons	Being in possession of any items designed as weapons including simulated weapons (e.g., knives, chains, clubs, brass knuckles, firearms, gases such as mace, sticks/rocks - with intent to harm etc.)
Continual refusal to follow instructions	Student repeatedly refuses to follow directions. This may start or escalate to talking back and/or delivering socially rude interactions.
Theft	Taking property belonging to the school or any individual or group without prior permission.
Throwing Objects	Student throwing or kicking objects such as rocks, gumnuts, balls, bricks, sticks etc with intent to damage school or personal property and/or hit another student or adult.
Uniform violation (repeated)	Student wears clothing, makeup or jewellery that does not fit within the school uniform policy. A phone call home should be made in the first instance by the classroom teacher to ascertain the reason why. The matter should be referred to Admin if the transgression continues beyond a reasonable timeframe or considerations need to be made on compassionate grounds (see below)
Use/possession of illicit substances	Student is in possession of or is using alcohol, combustibles, drugs, pornographic material, vapes or tobacco on school property. Includes all mood-altering substances or imitation that have not been medically prescribed for that student.
Vandalism / Property Damage	Intentionally causing damage to or defacing school property (eg: classroom equipment/furniture, toilets, buildings) or the property of others.

## Classroom Management Strategies (CMS) – Low Key Response Examples

<p><b>Active Scan</b></p> <p>When an educator overtly monitors student behaviour.</p> <p>By positioning to achieve maximum visual overview of the students you can be continually aware of student behaviour. This allows you to pick up unproductive behaviour before it builds to obvious levels.</p>	<p><b>The Look</b></p> <p>The deliberate use of extended eye contact towards a specific student</p> <p>Eye contact with the student that conveys your awareness of their behaviour and a message to stop. Can be combined with a non-verbal gesture to enhance communication.</p>	<p><b>Proximity</b></p> <p>Moving around the room during a task to prevent or respond to unproductive behaviour.</p> <p>Moving near students increases the chances that they will participate. Position yourself near the students most likely to demonstrate unproductive behaviour, OR move towards the students who are demonstrating off task behaviour.</p>	<p><b>Non-Verbal</b></p> <p>Use of gestures to communicate that a behaviour is unproductive.</p> <p>Use a gesture to communicate to a student that the behaviour is unproductive or required behaviour in a way that causes minimal disruption to the lesson. It helps avoid confrontation.</p>	<p><b>Minimal Verbal</b></p> <p>As few words as possible communicating that a behaviour is unproductive.</p> <p>Select no more than 3 words to say to the student to bring the students attention to their behaviour. Can be used with a Look and a Non-Verbal to enhance communication.</p>	<p><b>Pause</b></p> <p>An intentional pause during verbal instructions or discussion.</p> <p>The pause signals to the student the educator is aware of unproductive or disruptive behaviour. It also communicates the appropriate behaviour to listen attentively. It helps avoid confrontation.</p>
<p><b>Planned Ignore</b></p> <p>Withholding visual and verbal cues to intentionally ignore unproductive behaviour.</p> <p>The educator intentionally ignores a behaviour which is not impacting on the lesson to maintain the lesson flow. The educator actively responds to appropriate behaviour when the student is being productive.</p>	<p><b>Responding to Appropriate Behaviour</b></p> <p>The public or private positive acknowledgement of a specific appropriate behaviour to reinforce that behaviour.</p> <p>Use a friendly and encouraging tone, let the student know that they are displaying appropriate behaviour.</p>	<p><b>CMS Low Key Responses</b></p>	<p><b>Winning over</b></p> <p>The skills employed to encourage students to bond positively with the teacher.</p> <p>The more the student perceives that a teacher cares about them and their learning tasks the less likely that they will misbehave</p>	<p><b>Come on Back</b></p> <p>An intentional action of the educator to promote positive participation of a student who has been prompted in response to unproductive behaviour.</p> <p>To restore positive cohesion between the student and the teacher. Encourages student to reengage with the learning.</p>	<p><b>Private Dialogue</b></p> <p>A conversation between a teacher and a particular student</p> <p>Enables the teacher to discuss issues with a student while minimising the engagement with allies. The more private the dialogue the lower the risk of public failure and indicates that teacher is concerned to keep the student safe.</p>
<p><b>Transition</b></p> <p>A sequence of educator behaviours that increase the chance that student behaviour is orderly and efficient. It can involve student movement and/or equipment.</p>	<p><b>Signal to Begin</b></p> <p>A routine sequence of teacher behaviours that result in whole class attention on the educator.</p> <p>By efficiently bringing a class to quiet the educator is reducing the opportunity for unproductive student behaviour and increasing the opportunity for academic engagement.</p>	<p><b>Dealing with the Allies</b></p> <p>The use of a Low-Key Skill with one or more students who become involved in an intervention with another student.</p> <p>Neutralise the involvement of other students who seek to prolong or escalate an initial disruption. It reduces the chance that the situation will escalate and helps maintain positive cohesion.</p>	<p><b>Type of Response</b></p> <p>To explicitly indicate to students how they should respond during class interactions.</p> <p>Increases accountability and helps to prevent uncontrolled interactions. The teacher can control the distribution of questioning. Reduces opportunities for attention seeking students.</p>	<p><b>Dealing with the Problem Not the Student</b></p> <p>The educator focuses on the student behaviour rather than on student intentions or student personality traits.</p> <p>Usually, an action or minimal verbal request responding to a physical behaviour.</p>	<p><b>Modelling to Appropriate Behaviour</b></p> <p>The public, positive acknowledgement of a specific appropriate behaviour of a student or group of students to influence the behaviours of others.</p> <p>Friendly and encouraging tone. Overt use of voice so that other students hear it</p>

## Pink Slips – Minor and Major Behaviour

<b>MINOR UNPRODUCTIVE BEHAVIOURS TRACKER</b>		Student Name: _____	
Behaviour is tracked and discipline process managed by teaching staff across the day		Rm: ____ Yr: ____ Date: _____	
8:35 – 10:50		Class Teacher: _____	
Issuing staff member(s): _____		Teaching staff: Please ensure that re-direction and re-teaching of expected behaviours (including low key responses) is completed before commencing discipline process below. Examples of low key responses include: private dialogue, proximity, a gesture, pause, the look, minimal verbal, planned ignore, dealing with allies first and modelling appropriate behaviour.	
<b>Minor behaviour(s) displayed by student</b>	<input checked="" type="checkbox"/>	<b>Discipline process followed by staff member: (circle)</b>	
• Calling out		Step 1 - Verbal Warning	
• Consistently inattentive		Step 2 - Pink slip issued and placed on student's desk with name written on it	
• Distracting others from work		Step 3 - Time away from class activity – eg: errand, think spot, restorative reflection activity	
• Inappropriate moving around classroom		Step 4 - Referral to Office (see over)	
• Mean on Purpose			
• Refusal to follow instructions (includes talking back)			
• Using inappropriate language (undirected)			
11:20 – 1:20			
Issuing staff member(s): _____		<b>Discipline process followed by staff member: (circle)</b>	
<b>Minor behaviour(s) displayed by student</b>	<input checked="" type="checkbox"/>	Step 1 - Verbal Warning	
• Calling out		Step 2 - Pink slip issued and placed on student's desk with name written on it	
• Consistently inattentive		Step 3 - Time away from class activity – eg: errand, think spot, restorative reflection activity	
• Distracting others from work		Step 4 - Referral to Office (see over)	
• Inappropriate moving around classroom			
• Mean on Purpose			
• Refusal to follow instructions (includes talking back)			
• Using inappropriate language (undirected)			
1:50 – 3:00			
Issuing staff member(s): _____		<b>Discipline process followed by staff member: (circle)</b>	
<b>Minor behaviour(s) displayed by student</b>	<input checked="" type="checkbox"/>	Step 1 - Verbal Warning	
• Calling out		Step 2 - Pink slip issued and placed on student's desk with name written on it	
• Consistently inattentive		Step 3 - Time away from class activity – eg: errand, think spot, restorative reflection activity	
• Distracting others from work		Step 4 - Referral to Office (see over)	
• Inappropriate moving around classroom			
• Mean on Purpose			
• Refusal to follow instructions (includes talking back)			
• Using inappropriate language (undirected)			
<b>Class Teacher action:</b>		Parent/ Guardian informed by Class Teacher: (circle)	Entered into Integris by Class Teacher: (circle)
		Yes/No	Yes/No
<b>Class Teacher signature:</b>			

<b>OFFICE REFERRAL</b>		Student Name: _____	
<b>MAJOR UNPRODUCTIVE BEHAVIOUR</b>		Rm: ____ Yr: ____ Date: _____	
These are behaviours requiring immediate office referral regardless of when or where the behaviour occurs.		Class Teacher: _____	
		Issuing staff member(s): _____	
		Time sent to office: ____ Location of incident: _____	
<b>Major behaviour displayed by student</b>	<input checked="" type="checkbox"/>	<b>Major behaviour displayed by student</b>	<input checked="" type="checkbox"/>
Continual low-level, minor behaviours (ie: at Step 4 of Minor Unproductive Behaviours Tracker)		Entering an out of bounds area	
Abusive language (please detail below)		Forgery	
Who was involved? What was said? Who was it directed at? What caused it?		Gang Affiliation Display	
		Inappropriate Display of Affection	
		Inappropriate use of technology	
		Leaving school grounds/classroom without permission	
Harassment/Bullying/Repeated Mean on Purpose behaviour (please see below)		Possession of Weapons	
NOTE: Please take the time to counsel students to determine the level of severity. A Friendship Fire or first instance of Mean on Purpose behaviour that is reported by a student should be managed through a restorative conversation with the teacher. Repeated instances should then be referred to the office, with context provided below. Who was involved? What was said? What caused it?		Theft	
		Throwing Objects	
		Uniform violation (repeated)	
		Use/possession of illicit substances	
		Vandalism / Property Damage	
<b>Physical Violence / Aggression / Intimidation</b>		Please provide further details below	
Who was involved? What were the actions? Who were they directed at? What caused it?			
<b>Admin action:</b>		Parent/ Guardian informed by Admin: (circle)	Entered into Integris by Admin: (circle)
		Yes/No	Yes/No
<b>Admin signature:</b>			

## Restorative Practices

Restorative practices are methods of managing conflict between individuals or groups that seek to repair the harm caused by one’s actions and focus on restoring and strengthening the relationship. When used in schools, restorative practices help students build accountability for their actions, learn from behavioural mistakes and to identify ways to make better choices in the future. These practices influence the social climate of a classroom or a school community (McDonald, 2010).

Similar to the MTSS classification system (page 12), restorative practices can be classified as Tier 1, 2 or 3.

### Tier 1 Restorative Practice

The Tier 1 levels of intervention for restorative practices involve a comprehensive set of lessons taught across the school years, covering topics about conflict resolution, positive communications and relationships building (McDonald, 2010). The elements centre on essential skills for effective communication including active listening, successful negotiation and an understanding of diversity. The school has a paid subscription to the URStrong program and mandates that it is taught as part of the whole-school Health Education curriculum in Term 1 each year.

### URStrong

URStrong is an internationally recognised friendship program that aims to empower children with the skills, language, and self-confidence to be better friends and develop healthier relationships.

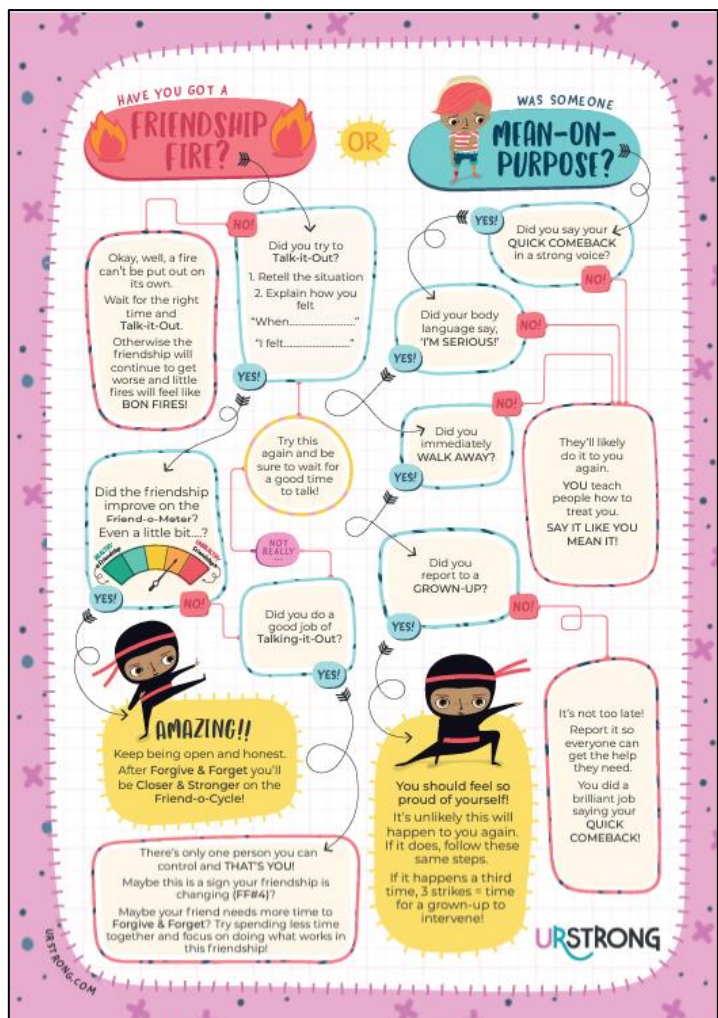


URStrong is a skills-based program that teaches children how to put a voice to their feelings, create healthy friendships, and build a solid foundation for future relationships. Along with learning what is normal in a friendship and the difference between healthy and unhealthy friendships, students also learn and practice URStrong’s step by step approach for putting out common Friendship Fires (i.e. conflict) and how to combat Mean-on-Purpose behaviour.

URStrong uses their own Friendology curriculum which has been adopted by hundreds of schools around the world including many from Western Australia. The Friendology curriculum is a framework to support a school wide friendship strategy. The aim is to teach kids a common language for confidently managing conflict and creating a culture of respect and kindness. The school subscribes to URStrong to allow staff to access lessons and resources via an online portal.

The graphic to the left is a flowchart that assists in identifying whether conflict is a Friendship Fire or Mean on Purpose, and how to resolve each situation. More information is available at

<https://urstrong.com/>



### Secondary Intervention – Tier 2 and 3

Incorporating restorative practices is more about influencing the social climate of a classroom or a school community, rather than a set of discrete strategies aimed at specific behaviours.

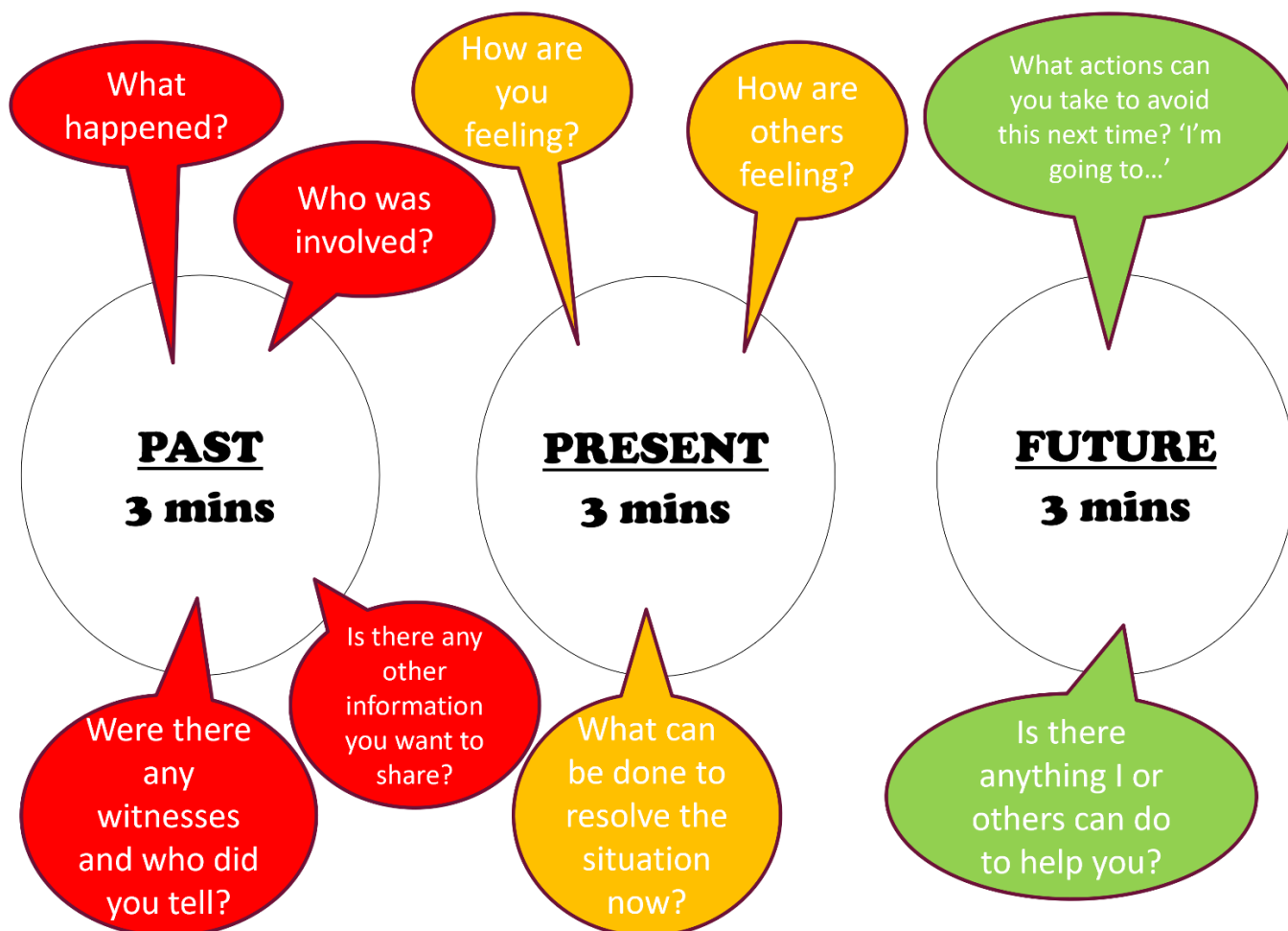
However, in response to the requests of teaching staff for a set of recommended resources to use, a few that have been typically successful at Maida Vale Primary School are offered below. These are designed to support teacher management of restorative practices during Step 3 of the in-class behaviour management process. These resources may also be used by Administration staff when a student is referred to the office for their behaviour.

### Past, Present, Future Model (P3-P3-F3)

Adapted from Voigt (2020)

The Past, Present, Future model seeks to expedite the conflict resolution process to ensure that classroom teaching and learning receives the highest priority. The P3-P3-F3 model is drawn up on a board, and when a pair or small group of students report unresolved conflict, a teacher or member of Admin can facilitate a conversation using this model that assists the students to work through their conflict. The facilitator should take out a timer, and allocate 3 minutes to each phase of the conversation, taking down brief notes on the board. The facilitator should explain that 3 minutes is the maximum time and each student should get to the point.

At the end of the session, it is good practice to take a photo of the notes written on the board. A copy can then be provided to the students, teachers and parents (if required). To build in some accountability to ensure that agreed actions are followed, it is recommended that the facilitator nominate a check in time a few days in the future to check back with the group that the issue has been resolved.



## Restorative Reflection Sheets - Classroom



Date: \_\_\_\_\_

Name: \_\_\_\_\_

### K-2 BEHAVIOUR REFLECTION SHEET - CLASSROOM

How was I not following the MVPS expected behaviours?

How did this make others feel?



How did it make me feel?



Next time, what will I do differently?

How can I make things better?

Student signature: \_\_\_\_\_



BELONG



RESPECT



IMPACT



EXCELLENCE



Date: \_\_\_\_\_

Name: \_\_\_\_\_

### 3-6 BEHAVIOUR REFLECTION SHEET - CLASSROOM

How was I NOT following the expected behaviours of MVPS?

---



---



---

How did this make others feel?



How did it make me feel?



Next time, what will I do differently?

---



---



---

How can I make the situation better?

---



---



---

Student signature: \_\_\_\_\_



BELONG



RESPECT



IMPACT



EXCELLENCE

## Restorative Reflection Sheets - Office



Date: \_\_\_\_\_  
Name: \_\_\_\_\_

### K-2 BEHAVIOUR REFLECTION SHEET - OFFICE

Why was I sent to the office?

How did my actions affect other class members?

Next time, what will I do differently?

How can I make things better?



BELONG



RESPECT



IMPACT



EXCELLENCE



Date: \_\_\_\_\_  
Name: \_\_\_\_\_

### 3-6 BEHAVIOUR REFLECTION SHEET - OFFICE

Explain the reason you have been sent to the office.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Which of our school values were you not demonstrating?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Should there be a consequence for your actions? If so, what?

\_\_\_\_\_  
\_\_\_\_\_

What steps can you take to improve your behaviour in the future?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



BELONG



RESPECT



IMPACT



EXCELLENCE



# Good Standing Policy and Procedures

## Overview

The rationale of Good Standing at Maida Vale Primary School is to acknowledge those students who are able to consistently demonstrate the school values of Belong, Respect, Impact and Excellence and adhere to our expected behaviours.

The Good Standing Policy and Procedures allows us to maintain consistency in our decision-making processes. It is important to note these are guidelines and all factors will be considered when reviewing a student's Good Standing.

**Good Standing** is a state of being used to identify those students who consistently demonstrate the school's expected behaviours and values.

## Expectations of Good Standing

All Maida Vale Primary School students commence each school year in a state of 'Good Standing'. This entitles the student to the rights, responsibilities and privileges of every student within the School, including extra-curricular activities, PBS rewards and P&C organised events.

Maintaining Good Standing requires:	
Acceptable Behaviour	Student behaviour reflects the MVPS expected behaviours aligned with our school values of Belong, Respect, Impact and Excellence.
Adherence to School Dress Code	The wearing of the MVPS school uniform is expected to meet the standard as described in the MVPS Dress Code Policy.
Commitment to learning	Students should set high standards in the quality of their work and always endeavour to achieve at a level which reflects their ability.

## Loss of Good Standing

A loss of Good Standing at MVPS is a sanction imposed by the Principal, or their delegate, as a result of a serious breach of discipline, whereby the student will not be permitted to participate in specific school events. This decision is not made lightly and is often done in consultation with others, including the student's caregivers.

### Criteria

In the first instance, students will lose their Good Standing for a minimum of 5 days (**Phase 1**). Good Standing will be lost in the case of:

#### Unacceptable Behaviour

- 3 office referrals, with a consequence, for major unproductive behaviour within a school term.
- Suspension, irrespective of whether it is an internal or external suspension.

#### Dress Code

- Persistent non-compliance with the School Dress Code *after intervention by classroom teacher*.

Each subsequent loss of Good Standing during a calendar year will result in a 10-day minimum return to Good Standing period (**Phase 2**).

### Communication with parents regarding Policy

To maintain clarity around the expected school behavioural expectations and practices, the Good Standing Policy and Procedures will be shared with the school community at the commencing of each school year.

If a student is at risk of losing their Good Standing:

- Stage 1: early notification
  - A letter or phone call home will be made, for example, once a student has received 2 office referrals in a term.
- Stage 2: In the event a student loses their Good Standing:

- Parents will then be advised by School Administration when their child loses Good Standing, how they may regain this status and what opportunities they will be ineligible for. This will be provided in official correspondence from the School to the parent.
- A 'Return to Good Standing' plan is developed between School Administration, the classroom teacher, parent and student.
- Parents will be advised by School Administration when their child's Good Standing is reinstated.

## Conditional Standing

- Once a student has lost their Good Standing they are considered to be in a state of 'Conditional Standing.'
- A student with Conditional Standing will lose their entitlement to participate in extra-curricular privileges including, but not limited to:
  - Excursions and incursions
  - Camps
  - Sporting carnivals
  - Clubs
  - P&C organised events (eg: free dress days, colour run, disco)
- Students on Conditional Standing will not be eligible to receive Honour Certificates or PBS rewards until they regain Good Standing.
- Student Leaders on Conditional Standing will have their leadership responsibilities suspended and may also have their leadership role revoked (if currently undertaking any leadership roles within the school, such as Councillor, Faction Captain, Street Team, Arts Monitor or Eco Warrior)

## Management of students with Conditional Standing

- A list of students with Conditional Standing will be kept by School Administration and updated as required.
- Staff will be notified of students who are in a state of Conditional Standing.
- Where Conditional Standing has been imposed, the Principal (or their delegate) will continue to provide supervision and appropriate educational instruction to students not permitted to take part in school events.

## Regaining Good Standing

Students with Conditional Standing must display the MVPS expected behaviours for 5 school days (not consecutive) in the first instance (Phase 1). Once Good Standing has been earned back, any further loss of Good Standing will require a display of 10 days of expected behaviours from the student (Phase 2). The relevant Maida Vale Primary School 'Conditional Standing' tracking sheet will be used to monitor this process.

Once the required number of incident free days have been achieved, the student can apply for reinstatement of Good Standing to the Principal. If the application is accepted, the student will then be granted a meeting with the Principal to discuss their Conditional Standing and to make plans for returning to Good Standing, including setting appropriate goals. A re-entry plan and/or an individual Behaviour Management Plan may be required when students have their Good Standing reinstated.

However:

1. On any day where a student receives a pink slip in class, this will not be counted as one of their 5 or 10 days.
2. Any office referral for major unproductive behaviour or suspension received during a period of attempting to regain Good Standing will trigger the re-commencement of the relevant Return to Good Standing tracking sheet (Phase 1 or 2).

## Additional considerations regarding Good Standing

### Passport system

At various times across the year, typically leading up to big events such as the Year 6 Camp, the School may elect to implement a Passport system to track student behaviour and assist with the maintenance of Good Standing. During a period where a Passport is invoked, School Administration will provide a hard copy of this Passport to all relevant students. A contract may also accompany the Passport (eg: Year 6 Camp).

At the time of implementation, each relevant student will be issued with their own Passport. This Passport is to accompany students to all lessons, including Specialist classes and Spelling Mastery. Students should ensure their full name is written on the front of the Passport. Once provided, students are personally responsible for their own Passport, although it is recommended that teachers allocate a central space in the classroom for Passports to be collected at the end of each day.

Please be mindful that teachers do not put crosses in these passports. If a student is sent to the office for either repeated minors or a major behavioural issue, they will meet with the Principal or an Associate. The decision to issue a cross in the Passport will be at their discretion. Teachers can make notes in the passports to advise others (eg: specialist teachers/Admin) of trends in behaviour.

If a student receives 3 strikes in their Passport, they will lose Good Standing and move to a state of Conditional Standing. **NOTE: A suspension from school, irrespective of whether it is an internal or external suspension, will result in an immediate loss of Good Standing and move to Conditional Standing.**

### Communicating with Parents regarding Passports

- **Stage 1:** If a student receives a cross on their Passport:
  - Early notification. An email or phone call home will be made each time a student receives a cross in their passport to inform parents of the incident. We appreciate parent guidance and support in assisting their child with following the expected behaviours at school.
  
- **Stage 2:** In the event a student receives 3 crosses in their passport and loses their Good Standing:
  - Parents will then be advised by School Administration when their child loses Good Standing, the implications of this (Conditional Standing) and the process for regaining Good Standing.
  - The student will move to a state of Conditional Standing on the next day they attend school following their loss of Good Standing.
  - While on Conditional Standing, the student will not be permitted to attend any of extra-curricular or P&C events, nor receive any PBS or other school rewards.
  - Any decision to exclude a student from extra-curricular or P&C events will be final.



# Conditional Standing - Phase 1

## Tracking Sheet - 5 Day Return

Student: \_\_\_\_\_ Year: \_\_\_\_\_ Room: \_\_\_\_\_

Conditional Standing start date: \_\_\_\_\_

### Student acknowledgement

I understand that I have had my Good Standing withdrawn by the school and am now in a state of Conditional Standing. I need to display the Maida Vale Primary School expected behaviours for 5 days, without another significant incident, to have my Good Standing reinstated. I also understand I will not be permitted to participate in some school events while in Conditional Standing.

Student Name: \_\_\_\_\_ Signature \_\_\_\_\_

Parent Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Principal/Associate Principal: \_\_\_\_\_ Signature: \_\_\_\_\_

### Instructions for classroom teachers completing this sheet

The student listed on this sheet is working towards returning to Good Standing.

**Every day they display our expected MVPS behaviours, please place the date, your signature and a tick in the box. If they do not display the expected behaviours, place a cross.**

Once the student has reached 5 days (not consecutive) of displaying our expected school behaviours, they are required to apply for a meeting with the Principal, who will ultimately decide whether the student should return to Good Standing.

Please remember that:

1. On any day where a student receives a pink slip in class, this will not be counted as one of their 5 days. Please make a note of this and place a cross in the box.
2. Any office referral for major unproductive behaviour or suspension received during a period of attempting to regain Good Standing will trigger the commencement of a new 5-day reinstatement period (and a new tracker).

Thank you for your assistance in helping this student return to Good Standing.

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Day 7	Day 8	Day 9	Day 10	Day 11	Day 12
Day 13	Day 14	Day 15	Day 16	Day 17	Day 18



# Conditional Standing - Phase 2

## Tracking Sheet - 10 Day Return

Student: \_\_\_\_\_ Year: \_\_\_\_\_ Room: \_\_\_\_\_

Conditional Standing start date: \_\_\_\_\_

### Student acknowledgement

I understand that I have had my Good Standing withdrawn by the school and am now in a state of Conditional Standing. As this is the 2<sup>nd</sup> time this term that I have lost my Good Standing, I need to display the Maida Vale Primary School expected behaviours for 10 days, without another significant incident, to have my Good Standing reinstated. I also understand I will not be permitted to participate in some school events while on Conditional Standing.

Student Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Parent Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Principal/Associate Principal: \_\_\_\_\_ Signature: \_\_\_\_\_

### Instructions for classroom teachers completing this sheet

The student listed on this sheet is working towards returning to Good Standing.

**Every day they display our expected MVPS behaviours, please place the date, your signature and a tick in the box. If they do not display the expected behaviours, place a cross.**

Once the student has reached 10 days (not consecutive) of displaying our expected school behaviours, they are required to apply for a meeting with the Principal, who will ultimately decide whether the student should return to Good Standing.

Please remember that:

1. On any day where a student receives a pink slip in class, this will not be counted as one of their 10 days. Please make a note of this and place a cross in the box.
2. Any office referral for major unproductive behaviour or suspension received during a period of attempting to regain Good Standing will trigger the commencement of a new 10-day reinstatement period (and a new tracker).

Thank you for your assistance in helping this student return to Good Standing.

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Day 7	Day 8	Day 9	Day 10	Day 11	Day 12
Day 13	Day 14	Day 15	Day 16	Day 17	Day 18

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**Maida Vale Primary School would also like to acknowledge the following schools for providing access to their behaviour policy and procedure documents, either via their website or through direct contact:**

*Alinjarra Primary School, Brabham Primary School, Duncraig Primary School, Helena Valley Primary School, Kelmscott Primary School, Rossmoyne Primary School, Serpentine Primary School and Woodbridge Primary School.*