



**COTTESLOE
PRIMARY SCHOOL**
Integrity Above All

THE COTTESLOE WAY

POSITIVE BEHAVIOUR FOR EXCELLENCE



DJENARK KENY KADADJINY KOOLINY
"MOVING TOWARDS ONE THINKING/LEARNING"

Excellence in Learning, Thinking, Character

Our aim is to provide quality education that will deliver excellence in learning, critical and creative thinking and strength of character for all students.

5 Pillars of Success at Cottesloe P.S.

Integrity

Respect

Kindness

Perseverance

Excellence

Ethos:

‘.....children are more likely to behave well if they are in an environment where they feel respected and capable.’

Belonging....beingand becoming....

- *Successful learners*
- *Confident and creative individuals*
- *Active and informed citizens.*

Cottesloe Primary School aims to provide an environment which is safe, challenging and inclusive ensuring children have the opportunities to succeed in a positive, enjoyable learning environment. High expectations are set academically, behaviourally and socially where our philosophy is proactive and early intervention is more effective than reactive measures.

Our whole school expectations provide a common understanding and framework across the school community where we aim to develop self-regulation, a strong moral compass, equipping students with values our community holds in high regard.

Students have a strong sense of identity where they feel safe, secure and supported.



Purpose

As part of this process, we have implemented a policy which is multi-tiered system of support, aimed at being fair, positive and one that will:

Build Collective responsibility.

- The principal is responsible for the implementation of this policy and the procedures outlined below and overall compliance with the Student Behaviour in Public Schools policy and relevant legislation
- Day to day compliance and monitoring are the responsibility of the Associate/Deputy Principals.
- All staff have a responsibility to be aware of and enact the principles and procedures of this policy.
- The school community has a responsibility to promote positive behaviour through the school's policy and procedures

A whole- school community approach to positive behaviour.




It is the Principal's responsibility to lead the development, implementation, and monitoring of a school-wide behaviour approach and procedures that:

- Communicates and defines roles, rights and responsibilities for positive behaviour among students and staff and the wider school community
- Integrates restorative principles, systems, and approaches
- Implements responsive multi-tiered support systems for students' achievement, engagement and well-being
- Enhances staff capability through training and support for fostering positive behaviour
- Offers intensive

behaviour support for students with complex needs

- Collaborates with the school community to develop and communicate shared values, expectations, considering strengths, abilities, and diversity

- Prioritises the safety of the school community, preventing violence, aggression, discrimination, and bullying, addressing these behaviours when needed

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



Ensure everyone understands their rights and responsibilities.

The principal:

- Engages the school community in identifying and understanding their rights and responsibilities aligned with school values and behaviour expectations
- Cultivates a school culture where students:
- Feel welcomed, safe, valued and have a sense of belonging
- Are not subjected to discrimination based on behaviour as a manifestation of disability

Students have the **Right to:**

- Learn in a purposeful and supportive environment;
- Work and play in a safe, secure, friendly and clean environment;
- Respect, courtesy and honesty.

Students have the **Responsibility to:**

- Ensure that their behaviour is not disruptive to the learning of others;
- Ensure that the school environment is kept neat, tidy and secure;
- Ensure that they are punctual, polite, prepared and display positive manners;
- Behave in a way that protects the safety and wellbeing of others.

Staff have the **Right to:**

- Respect, courtesy and honesty;
- Teach in a safe, secure and clean environment;
- Teach in a purposeful and non-disruptive environment;
- Co-operation and support from parents and the wider school community.

Staff have the **Responsibility to:**

- Model respectful, courteous and honest behaviour;
- Ensure that the school environment is kept as safe and secure as possible;
- Establish positive relationships with students;
- Ensure good organisation and planning;
- Report student behaviour to parent;
- Actively involve the wider school community, when appropriate.

Parents have the **Right to:**

- Be informed of behaviour management procedures and decisions affecting their child's safety and welfare;
- Be heard, in an appropriate forum, on matters related to their child's education.

Parents have the **Responsibility to:**

- Ensure that their child regularly and punctually attends school;
- Ensure that their child is physically and emotionally prepared for effective learning;
- Ensure that their child is provided with appropriate materials for learning;
- Support the school in providing a meaningful and rewarding education for their child.



Connect and Protect & Good Standing

At Cottesloe Primary School we believe learning is enhanced in a welcoming, inclusive, collaborative, and caring environment. The *Good Standing Policy* supports this belief by acknowledging and rewarding exemplary behaviour, attendance, and work ethic. It also emphasises the importance of taking responsibility for negative choices students may make which ultimately affects their learning and the learning of others. This policy works in conjunction with our whole school *Positive Behaviour for Excellence Plan*.

The Good Standing Policy is a clear process which shows a tiered set of responses for consistently positive or negative behaviours. The various statuses of students are based on data (SIS) which can be shown to the students for verification. Students should have no confusion about what is expected of them in terms of maintaining their Good Standing and the rewards or consequences of losing their Good Standing.

The good standing policy is under the umbrella of our Positive Behaviour For Excellence Policy.

- All students will be recognised with Good Standing
- Classroom teachers manage student behaviour and enter records of behaviour (in class and during break times) on SIS.
- Administration will contact parents or guardians informing them of their child's loss of Good Standing status.

Connect and Respect

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

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

What we can all expect:



mutual respect



good behaviour



open communication



respect for each other's time

We will not tolerate:



offensive, insulting or aggressive language



malicious or judgemental gossip



using social media disrespectfully






any form of violence

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



Good Standing Policy for Students

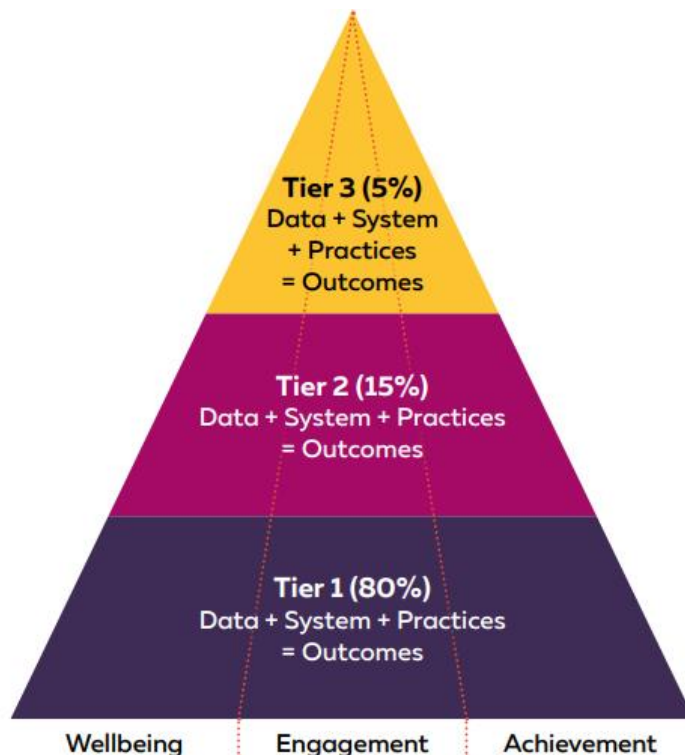
 GREEN (GOOD STANDING)	 ORANGE (CAUTION)	 RED (LOSS OF GOOD STANDING)
<p>All students have Good Standing.</p> <p>They participate in classroom, school and extra-curricular activities such as interschool events, classroom privileges, good-standing reward activities, discos, etc.</p>	<p>I get to participate in classroom, school and extra-curricular activities such as interschool events, classroom privileges, good-standing reward activities, discos, etc.</p> <p><i>My parents have been informed by my class teacher/deputy principals that I am in caution. This means that if I don't improve my behaviour at school, I will lose my good standing.</i></p>	<p>I will not be allowed to participate in activities such as interschool events, classroom privileges, good standing reward activities, discos etc.</p> <p><i>My parents have been informed by our Principal or Deputy Principal that I have lost my good standing.</i></p>
<p>How do I stay in Good Standing?</p> <p>Follow our whole school positive behaviour matrix.</p>	<p>I am in Caution because I have:</p> <p>Repeated minor behaviours, as indicated in the Positive Expectations Plan.</p> <p>Completed a reflection slip, signed by my parents and my behaviour has not changed.</p>	<p>I have lost Good Standing because I have:</p> <p>Demonstrated major behaviours, as indicated in the Positive Expectations Plan.</p>
<p>How do I return to Good Standing?</p> <p>I will have a meeting with the Deputy or Principal about being on a behaviour monitoring plan for as many days as it takes to accrue Green recognition or the equivalent of 5 thumbs up across all learning areas and play times. This will be decided by my teachers, other school staff and the Principal or Deputy Principals.</p> <p>When I achieve this, I will return to Good Standing.</p> <p>My parents are notified by the Deputy Principal when I return to Good Standing or; If I don't return or am not tracking to return to Good Standing, a parent meeting will occur.</p>		



TIER ONE: Promoting Positive Behaviours

Tier 1 – (80%) Universal interventions promote positive behaviours for all students and maintain safe, respectful learning environments with preventive, agreed whole-school systems and practices.

- Development of positive relationships between student/teacher/parent
- Effective routines and understanding of classroom practices & predictable environment
- Positive feedback specifically addressing the behaviour
- Values acknowledgments - affirmative reinforcement, acknowledgement and encouragement where positive behaviours are witnessed. Values tokens are coloured to represent each value. These go towards our whole-school Values Shield.



- Use of merit awards awarded at school assemblies promote our values and success academically, socially, behaviourally.
- Peer Mentors in the playground
- Restorative Processes – teacher supported
- Administration Assemblies: *These occur fortnightly (odd week) A whole-school approach which identifies and communicates the rights and responsibilities of all students and staff to engage in building positive behaviour.*

Our Values Shield

Awarded to the faction that has demonstrated Exemplary Good Standing across all our school values over the year.

Each term, a faction will be acknowledged with a whole-faction celebration at the end of term.

At the end of the year, the Values Shield will then be presented to the winning Faction.

Students leaders will support in determining the final celebration.



TIER TWO: Student Service Team & Wrap Around Support + Tier One Strategies

Tier 2 – (15%) Targeted interventions support students who are displaying low-level behaviours or emerging behaviours of concern that need to be addressed.

- **Student services team**
 - i. Deputy Principals
 - ii. School Chaplain
 - iii. School Psychologist
- **Restorative Processes with Wrap Around support**

This restorative process focuses on repairing relationships, promoting empathy, and empowering students to take responsibility for their actions.

- i. Student Service Team will facilitate a restorative conversation
- ii. Deputy to work with teacher and student on developing a IBP

- **Individual Behaviour Plan**
 - i. Support student to access Tier One model
 - ii. Parents and Carers involved
 - iii. Reviewed regularly

TIER THREE: Intervention and Support

Tier 3 – (5%) Intensive interventions are focused on individualised support.

- **Student Service Support + TIER Two intervention strategies + TIER One**
 - i. Deputy Principals
 - ii. School Chaplain
 - iii. School Psychologists
- **Individual Behaviour Plan (IBP) & Risk Management Plan (RMP)**
 - i. Where an IBP or RMP has been implemented, information regarding the student needs to be disseminated to all staff for duty of care and consistent approach during D.O.T.T. and break times
- **External Support and agencies involved.**
 - i. SSN: BE



Support a student who loses good standing.

Students who lose good standing may be withdrawn from non-curricular school activities.

If a student loses good standing, the Executive will communicate to the student and their parent:

- the reason for the loss of good standing.
- what withdrawal means for the student.
- the plan to improve the student's behaviour.

The school will decide when a student's good standing is re-instated. This will be in consultation with the teacher and parents.

Our approaches to support the student will focus on:

- rebuilding and repairing the relationships
- supporting the student to reflect on their actions and to consider perspectives of others
- identifying any unmet needs and providing behaviour support to reduce a recurrence of the behaviours of concern.
- providing a clear and achievable pathway for the student to regain good standing. This may involve moving to being on caution before full status has been returned.

Responding and Recording Student Behaviour:

In the event where a teacher needs to you inform you of your child's behaviour, you will receive an email as follows:

Dear _____,

<Name> will be bringing home a behaviour reflection slip today
DATE.

Please read the sheet with your child, sign and return.

Thank you for your support and understanding.

Building a safe and inclusive environment relies on the support of everyone within the community. Please take the time to discuss the reflection slip with your child, sign and return the slip on the following day.



Cottesloe Primary School Positive Behaviour Matrix



Integrity above all

WE ALWAYS DO THE RIGHT THING EVEN WHEN NO-ONE IS WATCHING

SETTINGS:
Before & After School, Around the school, Indoors, during learning & play



Listen and respond to others politely & with good manners.

Transition from areas and between lessons quickly and quietly

Value and appreciate others' beliefs, diversity and culture.

Allow others to learn and follow staff instructions.

Care for ourselves, others and the environment - tell the office if you notice any damage or danger.

Walk around buildings and under covered areas

Hand in electronic devices (mobiles & smart watches) to the classroom teacher.

Be timely with changing plans and notices.



Be grateful and show empathy.

Accept differences and be inclusive.

Acknowledge and respect each other's personal space.

Interact with care and compassion.

Invite others to join our game.

Share equipment & play with sportsmanship.

Send messages through the office during the school day.

Walk bikes/scooters on site between 8:00 – 4:00pm



Celebrate our mistakes and accept feedback.

Patently listening and working through disagreements with peers
"Words before action"

Attempt tasks with independence, optimism, and grit.

Accept feedback and demonstrate a willingness to improve.

We play games fairly and accept rules and try to move on during games.

Arrive at school no earlier than 8:15 and picked up no later than 3:20

Always seek adult supervision before and after school - UCA between 8:15 – 8:30



Take pride in our school uniform and wear a hat outdoors.

Take every opportunity to do your best.

Speak positively about staff, our peers, and our school.

Be ready to learn & take pride in our organisation.

Keep our bags zipped, closed, and tidy.

Be proud of others and encourage their efforts.

Move off the ovals on first bell & be lined up by the second bell.

Value teacher's preparation time before and after school.

Respect parking & safety in and around the school

Student Behaviour Referral Process

Teacher response should be Calm – Consistent – Brief – Timely – Private

Is the behaviour **Minor** or **Major**?

Pre-Correction – outline expected behaviour –
Your behaviour goal/targeted learning

Teacher Response - Remember your Low-
Key Skills:

Minimal Verbal, Look, Proximity (preventative and responsive),
Winning Over, Modelling Appropriate Behaviour, Dealing with
the Allies. Private Dialogue

Redirect: refer to expected behaviour &
Acknowledge actions using tokens.

Reteach - Pause lesson: tell, show, practise and
encourage.

Respond – active, timely and consistent

Minor Teacher/Staff Managed	Major Executive Managed
Non-compliance to clearly defined classroom expectations Breach of whole-school matrix Mean on purpose behaviour eg Name calling, taking hat, poking Deliberately late to class Playing in the toilets Running in the “Walk Zones” Disrespecting property Transitioning poorly Not following a teacher instruction or deliberately choosing to ignore Other	Repeated and consistent mean on purpose behaviour (SIS) Destruction or vandalism Swearing and inappropriate language Theft Refusing to follow teacher instructions or behaviour choices Leaving without permission (classroom, school etc) Sexualised behaviour Threatening behaviour (verbal and physical) Risks of suicidal behaviour, self-injury Presence of dangerous weapon-like articles
DURING DUTY	
Re-teach and re-direct Walk with the duty teacher Duty teacher to record on SIS + send email to classroom teacher	Use phone to call the office Send runner (if safe) immediately Stay visible and present Admin will record on SIS

Consistent repeated minors

2 x ICR in one day or 3 p/week
More than 5 Reflection Class referrals in a term

Student to Office & Executive Response

1. Review incidents and response
2. Restorative conversation
3. Determine appropriate resolution/consequence
4. Parent Contact
5. Record on SIS

Appropriate Consequences:

Good Standing Caution
Individual Behaviour Plan
Disciplinary Procedures
Loss of Good Standing

Emergency Teacher Response

All classes have a red
emergency card

Send runner to office.

Teacher Response/Choices

Informal Behaviour Contract
Parent/teacher Conference
Individual Behaviour Plan
Executive support

Stops?
Positive verbal
acknowledgment

Values Tokens



Continuing Always record action on SIS.

1. In-class reflection
sheet (ICR). SIS
Loss of Privilege
Desk moved
Walk with duty T

Behaviour repeats?
2. Another ICR + sent
home to be signed by
Parent. SIS & Email
Loss of Privilege

Continues?
3. Blue Slip - Exec
Support in classroom
– Observe behaviour
& Exec response



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Perseverance





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Kindness





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Respect



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Excellence





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Integrity Above All

The background of the page features a light blue gradient. On the left, a white lighthouse with a green top section is partially visible. At the bottom, there are stylized blue waves with white foam and small white circles representing bubbles. The word 'Integrity' is written in a large, white, rounded font with a thick blue outline. Three white curved arrows point from the top right towards the word. The overall theme is nautical and positive.

