

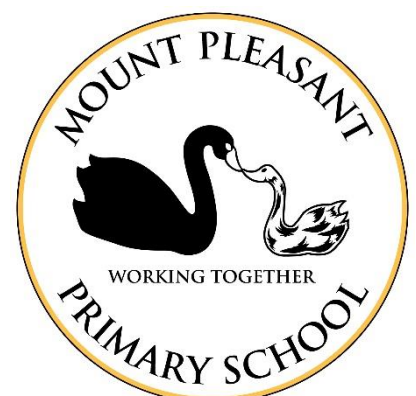


Department of  
Education

Updated April 2024

# Mount Pleasant Primary School

Student Behaviour Education  
and Development Guidelines  
(including Good Standing)







# MOUNT PLEASANT PRIMARY SCHOOL

## Student Behaviour Education and Development Guidelines (including Good Standing)

These guidelines are supported by the Education Minister's Statement from the Education Department of WA [Standing together against violence \(education.wa.edu.au\)](https://www.education.wa.edu.au)

These guidelines will be monitored by school staff each term and reviewed annually.

### **Rationale**

Mount Pleasant Primary School community together with the Department of Education, are committed to creating a safe, inclusive, supportive, and culturally responsive environment that enable students to fulfil their learning potential and believe this is a responsibility shared by all members of the public schooling system and each school community.

Positive student behaviour is essential to promote engagement in learning and to maximise the impact of classroom teaching.

Mount Pleasant Primary School is committed to a research-based approach to managing and preventing negative behaviours, including bullying. Our processes and activities promote the development of the values and behaviours that create and maintain inclusive, safe, and supportive education environments for all students.

Mount Pleasant Primary School aims to proactively promote positive and responsible student behaviour. We believe every person has the right to **learn** and must respect the rights of others to learn, every person will **respect** and care for others and, every person will behave in a manner that allows themselves others to **be safe**. This underpins our school motto 'Working Together, Moving Forward'.

### **Restorative Approaches**

Restorative approaches are a way of thinking and interacting that puts relationships at the centre of all actions and decisions. Restorative approaches are empathic, responsive to need, view conflict as opportunities to learn and grow, and build accountability for actions and processes to repair harm.

## Rights and Responsibilities of School Community Members

MEMBERS	RIGHTS	RESPONSIBILITIES
<b>All students, teachers, parents, wider school community</b>	<ul style="list-style-type: none"> <li>are safe and supported in the school environment</li> <li>are included</li> <li>are treated with respect</li> </ul>	<ul style="list-style-type: none"> <li>participate and contribute to school positive behaviour programs</li> <li>build positive relationships</li> <li>demonstrate respect and tolerance towards others</li> </ul>
<b>School leadership</b>	<ul style="list-style-type: none"> <li>is supported in developing the school's plan to prevent and effectively manage bullying</li> <li>is supported in implementing the strategies and programs under the school's plan</li> </ul>	<ul style="list-style-type: none"> <li>provides leadership in resourcing the school's plan</li> <li>ensures the school community is informed of the plan</li> <li>implements the plan</li> <li>supports staff to implement the strategies and programs under the plan</li> </ul>
<b>Staff</b>	<ul style="list-style-type: none"> <li>are treated with respect</li> <li>feel safe and supported in the workplace</li> <li>are informed of the school's plan on managing behaviour and preventing and managing bullying</li> <li>have access to professional learning in preventing and effectively managing bullying, through school psychology service, Social Emotional Learning program</li> <li>have access to curriculum resources suitable for supporting students in building positive relationships, resiliency, safety and bullying prevention (including social/ emotional learning)</li> </ul>	<ul style="list-style-type: none"> <li>promote 'good standing' at MPPS</li> <li>promote and model positive relationships</li> <li>participate in developing and reviewing the <i>Student Behaviour Education and Development Guidelines</i></li> <li>identify and respond to bullying, or perceived bullying, incidents</li> <li>deliver strategies and programs to students in responding to bullying effectively</li> <li>promote effective bystander behaviour</li> <li>promote social problem-solving</li> <li>use appropriate terminology when referring to bullying and the students involved</li> </ul>
<b>Students</b>	<ul style="list-style-type: none"> <li>have the right to learn, be respected and be safe at MPPS</li> <li>have access to curriculum that supports the building of resiliency and social skills</li> <li>are informed of the school's guidelines on behaviour management and preventing and managing bullying</li> <li>are provided with supports through the Social Emotional Learning program, to stop bullying</li> </ul>	<ul style="list-style-type: none"> <li>adhere to 'good standing' at MPPS</li> <li>understand and value the concepts of inclusion and tolerance</li> <li>understand what constitutes 'bullying' behaviours</li> <li>identify and respond effectively to bullying, or perceived bullying behaviours.</li> <li>are aware of themselves as bystanders</li> <li>seek help for themselves and others as needed</li> </ul>
<b>Parents</b>	<ul style="list-style-type: none"> <li>are treated with respect</li> <li>are confident their children are provided with a safe and supportive school environment</li> <li>are provided with access to information on the prevention and management of bullying through school newsletters and school communication</li> <li>are informed of the school's plan and opportunities to participate</li> </ul>	<ul style="list-style-type: none"> <li>support 'good standing' at MPPS</li> <li>support and encourage children to treat others with respect and tolerance</li> <li>act in accordance with the school plan if they observe/ know about bullying</li> <li>encourage children to report bullying incidents</li> <li>work effectively with the school in responding to bullying</li> </ul>
<b>Wider community: including other professionals</b>	<ul style="list-style-type: none"> <li>are strategically included in prevention and bullying management</li> </ul>	<ul style="list-style-type: none"> <li>provide support and input into the school's approach to preventing and managing bullying</li> </ul>

## **School Strategies to Prevent and Manage Negative Behaviour, including Bullying**

- Mount Pleasant Primary School engages in a myriad of targeted positive reinforcement strategies with regards to preventing negative behaviour. These processes and strategies include:

### **Whole School Prevention Strategies: Working Together**

- Whole school awareness of good standing
- Whole school approach to using consistent language of reflection and using calming strategies
- Whole school approach to the explicit and implicit teaching of 'You Can Do It! Education' program, to develop resiliency, both during Health lessons and incidentally throughout each day, for the prevention of negative behaviours and the reinforcement for positive and resilient behaviours
- Whole school approach to classroom level positive reinforcement strategies, that encompass praise, class rewards and a consistent focus on acknowledging desirable behaviours in the school
- Whole school playground prevention and positive reinforcement strategies based on faction tokens being rewarded to students with respectful and safe positive behaviours. Faction token draw to be visible at each formal assembly with points attributing to our three factions
- Targeted intervention strategies, inclusive of positive behaviour educative and supportive individual behaviour plans where/if necessary
- Encourage and support help-seeking and effective bystander behaviour
- Collaborative relationships between the school, parents, and the wider community on developing and implementing school-based strategies and programs with students
- Student Behaviour Education and Development Guidelines to be accessible for all stakeholders via the MPPS webpage
- Teachers model fair, active, trusting relationships within the whole school community
- Student Services Team and Chaplaincy, to support teachers, students, and parents
- Provision of professional learning for staff and sharing information for families in behaviour management & preventing and managing bullying

### **Examples of Bullying:**

- **Verbal Bullying:** The repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, insulting language, name-calling, swearing, nasty notes and homophobic, racist, or sexist comments.
- **Emotional/Psychological Bullying:** Includes repeated stalking, threats or implied threats, unwanted email or text messaging, abusive websites, threatening gestures, manipulation, emotional blackmail, and threats to an individual's reputation and sense of safety.
- **Relational Bullying:** Usually involves repeatedly ostracising others by leaving them out or convincing others to exclude or reject another individual or group, making up or spreading rumours, and sharing or threatening to share another's personal information.
- **Physical Bullying:** Includes repetitive low level hitting, kicking, pinching, pushing, tripping, 'ganging up', unwanted physical or sexual touching and damage to personal property. More serious violent behaviours are not necessarily treated as bullying and may be better managed through the school's discipline processes.
- **Cyber Bullying:** Involves the use of information and communication technologies such as email, text messages, instant messaging, and websites to engage in the bullying of other individuals or groups. This technology provides an alternative means for verbal, relational and psychological forms of bullying.
- **Bystanders:** Bystanders are those who are aware of, or witnesses to, bullying but are not directly involved in bullying or being bullied themselves. All members of a school community need to know how to support those who are being bullied and how to discourage bullying behaviours. Any member of the school community can be a bystander and can learn ways to act successfully in preventing or stopping bullying.

### **Preventive whole-school classroom strategies:**

- Encourage and support help-seeking and effective bystander behaviour.
- Facilitate social problem-solving approaches to resolve peer-based conflicts.
- Continue with whole school Friendly Schools Plus curriculum, which starts from the early years onwards and includes:
  - understanding what behaviours constitute bullying
  - understanding the impact of bullying
  - the development of effective bystander behaviour
  - the development of positive social problem-solving skills; and
  - understanding cyber-bullying, including strategies for the promotion of cyber safety and positive cyber citizenship

### **Playground strategies - (essential for all staff on duty)**

- Highly visible and an active approach to playground supervision
- Identification of, and supervision adjustments to, high-risk situations and settings
- recognition and reinforcement of positive playground and pro-social behaviour; and
- whole-school processes for responding to playground problem behaviours.
- recording of inappropriate behaviour in duty files

### **Mount Pleasant Primary School Behaviour Expectations - Placemat**

The following placemat provides a visual explanation of behaviours for all students. This placemat clearly articulates behaviour expectations for our students and covers the desired behaviours based around our school values of: Respect, Diversity, Responsibility, Gratitude, Kindness, Resilience. This placemat should be displayed in classrooms and around the school to support students in making positive behaviour choices throughout each school day. This placemat should be reviewed regularly and updated as required.



# Mount Pleasant Primary School Behaviour Expectations

<p><i>Working Together - Moving Forward</i></p> <p><b>ANYWHERE ANYTIME</b></p>	<p><b>Respect</b> <i>Respect other people and the environment</i></p>	<p><b>Responsibility</b> <i>Work and behave in a sensible, responsible, and safe manner</i></p>	<p><b>Gratitude</b> <i>Acknowledge what we have at MPPS</i></p>	<p><b>Kindness</b> <i>Treat others, our community with care, and consideration – Be Kind Always</i></p>
<p>I demonstrate respect for all adults at MPPS. I use manners. I use respectful language. I follow instructions. I look after my own equipment. I look after school equipment. I listen attentively. I encourage others. I include others in activities and games. I respect my peers. My choices keep me and my peers safe. I respect and follow agreed rules. I put rubbish in the bin and recycle. I respect the <b>diversity</b> of our school community.</p>	<p>I set goals to achieve. I take responsibility for my own learning and behaviour. I work to the best of my ability to achieve my goals. I actively maintain the positive reputation of the school. I follow the Uniform Policy I only communicate with people I know and trust. I take care with all equipment, using and returning it as directed.</p>	<p>I care for the school grounds. I care for and am sustainable with resources. I take pride in myself. I take pride in my school.</p>	<p>I am kind to myself. I am kind to others. I am kind to the environment. I acknowledge that everyone is different and that is OK.</p>	<p>When working with my peers, my approach reflects the situation. I am kind to myself and ask questions to understand if I am unsure. When I interact with other students, I need to make sure my interactions demonstrate kindness and respect.</p>
<p><b>INSIDE</b></p>	<p>I have a right to learn. My peers have a right to learn. I work cooperatively with my peers. I work safely when working online. I respect the work of my peers when working together online.</p>	<p>When moving around the classroom and school I enter and exit appropriately, I have a responsibility to use technology appropriately. I have a responsibility to know the rules when working online.</p>	<p>I demonstrate my gratitude by having a go, reflecting, and persevering which provides me opportunities to develop resilience.</p>	<p>If someone has offered to help me, I show them I am grateful.</p>
<p><b>OUTSIDE</b></p>	<p>I show consideration to others when moving around the school. I return equipment to the right place. I make sure all my rubbish is taken care of.</p>	<p>I slow down on verandas and in hallways. I follow guidelines at recess and lunch. I seek help from an adult at school if I need assistance. I keep the school grounds clean. I wear my hat – “Yes Hat – Yes Play”. Be mindful of how I react when playing with others in the playground, choosing how I react will support me to become more resilient.</p>	<p>I demonstrate my gratitude by having a go, reflecting, and persevering which provides me opportunities to develop resilience.</p>	<p>If someone has offered to help me, I show them I am grateful.</p>

## **Good Standing Policy**

In accordance with the Department of Education's Positive Student Behaviour Policy, Mount Pleasant Primary School has developed a Good Standing Policy. The Good Standing Policy is a part of, and works in conjunction with, the whole school Positive Behaviour Support Plan. Specifically, the Good Standing Policy supports the Student Responsibilities and Code of Conduct. We believe every student should learn in a purposeful and supportive environment as well as have the opportunity to work and play in a safe, secure, friendly and clean environment that promotes respect, courtesy and honesty.

The Mount Pleasant Primary School Good Standing Policy emphasises the importance of students taking responsibility for the choices they make daily, which impacts academically and socially on themselves and their peers. The Good Standing Policy aims to provide regular acknowledgement and recognition for those students who consistently behave and act accordingly to the Mount Pleasant Student Responsibilities and Code of Conduct.

Good Standing is a status all Mount Pleasant Primary School students are granted at the beginning of every school year. It is the responsibility of each student to maintain their Good Standing. Students with Good Standing are eligible to participate in Mount Pleasant Primary School activities that may include, but are not limited to excursions, incursions, school-based activities, camp, sporting events and discos. Students who lose their Good Standing will lose the privilege to participate in these events.

*An invitation to represent our school and attend a special event in the local community is a privilege – it is not a right.*

### **To maintain Good Standing students must:**

- Follow the School Behaviour Expectations at all times
- Ensure their behaviour is appropriate for the learning of others
- Ensure the school environment is kept neat and tidy at all times
- Behave in a way that protects the safety and wellbeing of others and themselves
- Ensure that they are punctual, polite, prepared and display a positive manner
- Consistently adhere to the Mount Pleasant Primary School Positive Behaviour Support Plan
- Consistently adhere to classroom expectations
- Comply with Mount Pleasant Primary School Dress Code

**Suspension will automatically result in the loss of Good Standing.**

***The loss of Good Standing for Leadership Positions includes the loss of badge and leadership responsibilities until Good Standing is reinstated.***

### **Regaining Good Standing**

Students will be eligible for reinstatement of their Good Standing after complying with the Mount Pleasant Primary School Positive Behaviour Support Plan, Student Responsibilities and Code of Conduct over a period of two weeks. If a student is unable to be reinstated with their Good Standing after this two-week period, a meeting will be called with parents, a member of Admin, classroom teacher and student to develop a behaviour management plan to support the student in regaining their good standing. The students time to regain their Good Standing will be extended. Good Standing will be reinstated each term.

## **Parent Contact Regarding Good Standing:**

- The MPPS Good Standing Policy will be communicated to parents through a range of mediums and uploaded to the Mount Pleasant Primary School website
- Students will be educated around the Good Standing Policy at the commencement of each school year and at the start of each school term
- When a student receives a completed pink slip (including time in buddy class), and completes a Reflection Sheet parents will be advised by the Deputy Principal their child is at risk of losing their Good Standing due to ongoing violation of the Positive Student Behaviour Support Guidelines
- Parents will be advised by the Deputy Principal when their child loses their Good Standing (three incidents in one term), how they may regain this status and what upcoming opportunities they will no longer be eligible for
- Parents will be advised when their child's Good Standing is reinstated via a phone call/email and a meeting will be arranged with the student, parents (if available) and a member of admin.

***The Mount Pleasant Primary School Good Standing Guidelines is provided to maintain consistency in our decision-making processes. It is important to note these are guidelines, all factors will be considered and any decision to withdraw Good Standing will be at the discretion of the Principal.***

## **Mount Pleasant Primary School Good Standing Procedures**

### **Loss of Good Standing**

Good standing will be withdrawn from a student if they:

1. Receive three completed slips for negative behaviour (pink or orange slips)
2. Receive a suspension from school

### **Three Slips Policy – coloured behaviour slips (pink for classroom / orange for playground)**

Students receive 3 slips before the loss of Good Standing. These slips are wiped at the end of each term. The third slip will result in a loss of Good Standing. All slips should be recorded on SIS.

### **Students can receive slips for:**

- Violation of the school dress code
- Damage to property
- E-breaches (misuse of technology)
- Ongoing violation of the Mount Pleasant Positive Behaviour Support Guidelines

### **Immediate loss of good standing:**

- Abuse, threats, harassment, or intimidation of staff
- Abuse, threats, harassment, or intimidation of students
- Intentional/serious damage to, or theft of property
- Physical, intentional, aggression toward staff
- Physical, intentional, aggression toward students
- Possession, use or supply of illegal substance (s) or objects
- Possession, use or supply of illegal substance (s) with restricted sale

If a student loses Good Standing the school has the right to exclude the student from the playground.

**Suspension will automatically occur as a result of intentional, targeted physical aggression and abuse to staff and/or students.**

## **Communication for slips:**

- On each occasion that a student receives a completed 'pink/orange slip' parents will be notified
- Loss of Good Standing will be immediately communicated by the Deputy Principal to parents with a phone call and /or email
- The loss of Good Standing will be in effect at the beginning of the next school day

Students will complete the student self-assessment reflection at the loss of Good Standing. The reflection is to be completed, signed and returned to the classroom teacher or Deputy Principal upon meeting the next day. If the slip is not signed the school will proceed to act in accordance to these guidelines.

## **Positive Behaviour Reflection Process When Good Standing is Withdrawn**

When a student has lost their Good Standing, they will be given a Positive Behaviour Support Reflection Package to assist them in regaining their Good Standing. The package will track the student's behaviour throughout each lesson of the day for a period of two weeks.

- Package is to be collected from the Deputy Principal on the first day of loss of Good Standing
- If the reflection is incomplete, it is to be completed and discussed with the Deputy Principal
- Student is responsible for keeping the package safe
- If the package is misplaced or lost, the student must start again
- Student has 10 days to achieve 80% positive behaviour in their package
- Classroom teachers and specialist teachers are to complete the package with a simple tick or cross for each lesson in the day
- Incidents at lunchtime and recess are to be reported directly to the Deputy Principal and they will mark on the package
- Students who have lost their Good Standing will be communicated with all staff
- Students report to the Deputy Principal as required, while they are working on their package
- Students can regain their Good Standing if after 2 weeks they have achieved 80% 'positive lessons' in their package
- Indicate on the package if appropriate behaviour has occurred during the session with a tick
- Indicate on the package if inappropriate behaviour has occurred during the session with a cross
- Only lessons with ticks will be counted towards the 80% needed to regain Good Standing
- Behaviours demonstrated after 8.30am, at recess and lunchtime are considered in the loss of Good Standing time period
- A lesson that has a cross for negative behaviour will not be counted as a positive lesson and will not count towards the 80% needed to regain Good Standing

## **Good Standing Reinstatement**

- After two weeks Good Standing is reinstated
- If a student is unable to be reinstated with their Good Standing after the two-week period a meeting will be called to develop a behaviour management plan to support the student in regaining their Good Standing and their time will be extended
- Good Standing will be reinstated each term

**N.B.** Students who have a diagnosed disorder i.e ADHD will be considered on a case-by-case basis by an admin member in respect to these Behaviour Guidelines. Students who are Special Needs are bound by their individual behaviour plans and not by this guideline.



# Good Standing Guidelines

## Rationale and Aims

The Mount Pleasant Primary School Community is committed to promoting the common good and meeting individual needs, while recognising the rights of others to a safe, caring, and positive school environment. The Good Standing Guidelines aim to:

- Establish a set of expectations that protect the rights of all individuals
- Establish a set of consequences for individuals who do not accept their responsibilities and breach the school's behaviour policy, so that they are encouraged to recognise and respect the rights of others

## Purpose

At the commencement of each school year, all students at Mount Pleasant Primary School start the year with Good Standing. Good Standing recognises and rewards the positive efforts of individual students. It encourages students to take responsibility of their unproductive behaviour choices and to make changes to improve their behaviour.

Good Standing	Loss of Good Standing
Students with Good Standing can participate in school rewards, excursions, camps, interschool events and other school privileges.	Students who lose their Good Standing will have these benefits removed until they have restored relationships and modified their behaviour through a negotiated agreement.
Benefits	Reasons for Loss of Good Standing
<ul style="list-style-type: none"> <li>✓ Excursions / Incursions</li> <li>✓ Sport off site / interschool events / carnivals</li> <li>✓ School camps</li> <li>✓ Leadership positions</li> <li>✓ Classroom based events</li> <li>✓ Other events as they may occur at the time</li> </ul>	<ul style="list-style-type: none"> <li>✓ Suspension</li> <li>✓ Office Referral (x 3 / term)</li> <li>✓ Playground Referral (x 3 / term)</li> <li>✓ Cyberbullying</li> <li>✓ Inappropriate use of technology</li> <li>✓ Bullying</li> <li>✓ Intimidation of others</li> <li>✓ Instigating a fight</li> <li>✓ Making physical contact with the intention to harm another student or staff member</li> </ul>

<b>1 - Loss of Good Standing</b>	Communication with family Good Standing Reflection Package – 10 days	Teacher Student
<b>2 – Loss of Good Standing</b>	Devise a restorative plan, where deemed appropriate Good Standing Reflection Package – 20 days	Teacher Family
<b>3 – Loss of Good Standing</b>	Case conference, develop intervention plan, may include interagency support Good Standing Reflection Package – negotiated timeline	SAER Team Leadership Team Family

***Guidelines to be reviewed as required.***