Responses to Inappropriate Behaviour
In moments of weakness, students may behave in ways that do not reflect our values. If this occurs, one or more of the following responses may occur:

In the Classroom
- Reminder
- Warning
- Sit out, time out, chill out
- Support class time out (Pink Slip)
- Office time-out (White Report slip)

In the Yard
- Reminder
- Warning
- Walk with duty teacher
- White Report Slip or directed play (White Report slip)

Support class time out occurs for repeated weak decisions, students may spend time-out in support class. A Pink Slip goes with them. They use the time to reflect on their actions. The slip may be sent home and parents/caregivers called.

White Report Slip may be used for serious or repeated class/yard behaviour. The student misses a lunch break to reflect on their behaviour. Parents/caregivers are called or a report slip is sent home for them to sign and return. For two White Slips in one term, a meeting is arranged with parents/caregivers.

Take Home, Suspension, Exclusion
Serious, wilful, violent or unlawful student behaviour may result in the following consequences:

Take Home is an emergency response to extreme behaviour. Parent/caregivers are contacted to collect the student. A meeting between all parties, including the student, may occur before re-entry. Internal Suspension may occur in exceptional circumstances. Student work in a supervised area and have breaks at different times. A Behaviour Plan and meeting with all relevant parties occurs.

Suspension occurs when the right of members of the school community to learn and be safe needs to be protected (i.e. violence may have occurred, the right of the teacher to teach may need protection or a student’s behaviour is severe). The student stays at home for 1 to 5 days as decided by the school. The student commits to positively change behaviour to improve learning outcomes though a Student Development Plan.

Exclusion is used when the behaviour is severe or frequent enough for a stronger response. This occurs in consultation with a DECD Interagency Behaviour Support Coordinator.

Important: Responses aim to reflect the individual circumstances of each situation.

During consequences, students are guided to:
- take responsibility for their actions
- reflect on their behaviour choices
- review what they did and why they did it
- offer restoration (a ‘fix’) to any victims
- improving their choices and behaviour.

School Counsellor
This role provides support services to students, teachers and parents/caregivers relating to educational and behavioural issues. They also assist in referrals to community agencies (eg. CAMHS, DECD Student Support). All members of the school community are encouraged to utilise this resource.

The Wheel of Choice supports students to become independent in their ability to solve small problems by offering options that they can choose from including:

- Go to another game
- Talk it out
- Share and take turns
- Ignore it / Walk away
- Tell them to stop
- Apologise
- Make a deal
- Wait and cool off

Students are asked to try one or two options from the Wheel of Choice. If that doesn’t work, then an adult can intervene.
Our Philosophy

The WPS Behaviour Education and Self-Management (BESM) Agreement promotes:
- a safe, caring school community where all members take responsibility for their behaviour
- the rights of all members of the community to work collaboratively and productively are supported and protected. Students have the right to learn and teachers have the right to teach.

Values

To support this agreement, the following school values are emphasised:

<table>
<thead>
<tr>
<th>Value</th>
<th>Description</th>
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<tr>
<td>Respect</td>
<td>Treat others as you would like them to treat you; politely and fairly.</td>
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<tr>
<td>Responsibility</td>
<td>Be accountable for your own actions. Make strong choices.</td>
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<tr>
<td>Care</td>
<td>Being kind &amp; friendly. Encourage &amp; help others. Care for property &amp; environment.</td>
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<tr>
<td>Confidence</td>
<td>Be brave: participate to progress. Take risks and ‘have a go’.</td>
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<tr>
<td>Honesty</td>
<td>Be truthful regardless of the situation. Be honest with yourself and have reasons for the things you say and do.</td>
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<tr>
<td>Persistence</td>
<td>Stay focussed to achieve your best no matter who you work with. Deal with challenges you face and keep trying.</td>
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</tbody>
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The school promotes positive behaviour through strategies such as:

- **Kids Matter**
  - Value It! (2-week whole-school values program)
  - The Wheel of Choice/Kelso’s Choice
- **Play is the Way**
  - Buddy classes
  - ‘No Bullying’ philosophy
  - Growth Mindset

Opportunities and Incentives

To encourage responsible student behaviour there are many opportunities and incentives such as:

Whole School Incentives
- Assembly Awards
  - Values/Growth Mindset
  - Academic Achievement
  - Assembly Angels - best behaved
  - Environmental Awards
  - Attendance
- House Cup
- Newsletter acknowledgements
- School publicity via newspapers or social media
- Discos
- Fun Run

Individual Class Incentives
- Goal setting and reflection
- Ladder of success
- Purple Slip sent home
- Special activities
- Certificates
- Class rewards (eg. prize boxes, stickers)
- Camps and excursions
- House tokens
- Class dojos
- Class monitors/helpers

Leadership opportunities
- Student Representative Council (SRC)
- School Leaders
- Sporting House Captains
- Youth Environment Team (YET)
- SAPSASA representation
- Disco Committee
- Choir Leader(s)
- Assembly organiser

Who is responsible?

Students accept responsibility for their own behaviour. They show our values at all times and know that they are part of a wider community.

Parents/Caregivers complement and support our school and its values by:
- Informing teachers of concerns at an early stage
- Providing up-to-date information and contacts
- Attending meetings about learning and behaviour
- Working with the school on behaviour issues
- Working in partnership with teachers and the school to ensure ‘at-home’ learning is completed

Teachers support the whole-school approach to implementing this agreement by:
- Encouraging students to develop independence and self-mastery
- Building good relationships with students/families
- Developing appropriate/engaging learning
- Focussing on specific behaviours, not the student
- Being positive, consistent (calm, fair but firm) and inclusive in their approach
- Encouraging students to seek support
- Informing parents early of concerns

School Leadership support the agreement by:
- Reinforcing the positive feedback to students
- Being available to consultation about students
- Accessing support agencies
- Supporting to develop Student Development Plan
- Assisting families in outside agency referrals
- Keeping staff informed about contemporary behaviour education and learning strategies through Training and Development programs

Support Staff and Volunteers provide critical assistance to our positive school community by:
- Having high expectations of students
- Highlighting successes & role-modelling values
- Keeping teachers/leadership informed of concerns
- Developing personalised incentive strategies
- Encouraging students to follow school values

2015 WPS Behaviour Education and Self-Management (BESM) Agreement