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2025 Behaviour Management Guidelines

PROCESS AND PROCEDURES FOR ALL SCHOOL STAFF

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BEHAVIOUR MANAGEMENT PROCEDURES, PROCESS AND GUIDELINES

Rationale

Narrogin Primary School's Behaviour and Engagement procedures, processes, and guidelines align with the Department of Education's Student Behaviour in Public Schools Policy V 3.0, effective 17 July 2023. The goal is to create a safe, orderly, inclusive, supportive, and culturally responsive environment that enables students to fulfill their learning potential. This responsibility is shared by all members of the Narrogin Primary School community.

Fostering positive student behaviour is essential to promoting engagement in learning and maximising the impact of classroom teaching. It creates connections and a sense of belonging, forming a positive school community culture.

School Mission

Supporting sustainable positive wellbeing and building capacity for students to engage and learn, with a focus on promotion and prevention, achieved through clear, transparent and explicitly taught whole school behaviours which set high expectations for students and staff, through consistency and accountability for roles and responsibilities which are transparent, and known by all.

Scope

These guidelines, processes and procedures apply to the Principal, all students, staff, parents and associated community members.

Responsibility for Implementation

The Principal is responsible for implementing these processes and procedures, while line managers are responsible for compliance and monitoring.

Purpose



- Create a positive school culture, adopting the STARR values of Safety, Tolerance, Academic Excellence, Respect and Responsibility;
- Embrace a holistic view of student behaviour through Multi-Tiered Systems of Support.
- Is built on the foundations of rights and responsibilities, mutual respect; communication, accountability and transparent consequences and incorporates educative and restorative approaches.
- Communicates clear expectations on what behaviour is acceptable, and what is not.
- Is consistent with all Department policies and procedures.
- Promotes contextual learning opportunities in a supported, inclusive manner, aiding students to understand impact of choices on self and others, resulting in pathways for alternative future actions.
- Fostering positive relationships with parents and students through regular communication.

Roles & Responsibilities

Student	Parents	Staff
<ul style="list-style-type: none"> Uphold school STARR expectations. Maintain Good Standing. Follow all school processes and procedures. 	<ul style="list-style-type: none"> Encourage and support their child/ren to engage in all aspects of school life to the best of their ability. Encourage their child/ren to maintain Good Standing. Maintain positive student-focussed approach in partnership with the school. 	<ul style="list-style-type: none"> Support student engagement and wellbeing through the school WAPBS STARR expectations. Monitor and maintain all elements of the school Behaviour Guidelines. Follow the school's MTSS model for supporting development and access to appropriate behaviour support interventions as required.

Guidelines

Narrogin Primary School utilises a tiered approach to plan and implement strategies and methods to support the development of expected, prosocial behaviours for all students, and support and manage unproductive behaviours, including disruptive and challenging behaviour with more targeted and intensive support. The model incorporates 4 steps:



Our school adopts a Western Australian Positive Behaviour Support [WAPBS] Framework where teachers and education assistants utilise positive classroom management strategies. It is understood that WAPBS is a continuum and works best with an ecological approach. Behaviour is recognised as a curriculum that needs to be explicitly taught with clear and concise expectations. WAPBS encourages expected behaviour through reinforcement, positive feedback, encouragement and acknowledgement.

At Narrogin Primary School, our school-wide systems make it easy for students to behave and hard to misbehave, ensuring a positive and focused learning environment for all.

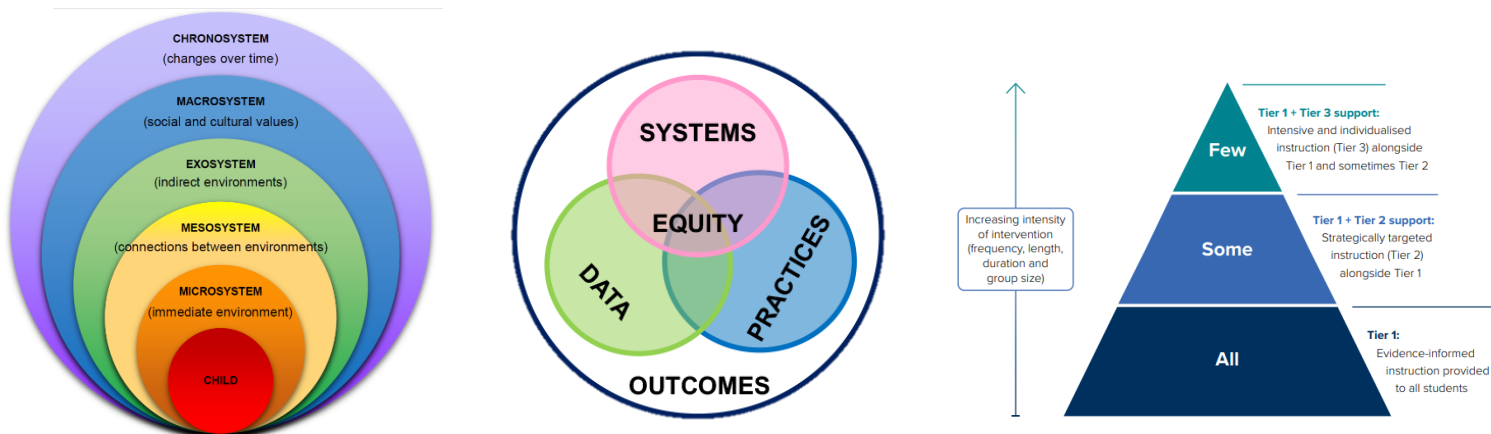
Interpreted from Tom Bennett's Running the Room, 2020

The WAPBS Framework

WAPBS is a strength-based framework for enhancing, adopting and implementing a continuum of evidence-based interventions to improve student outcomes in behaviour.

The three key ideas of WAPBS are:

1. An Ecological Approach
 - Understanding that external factors influence student behaviour.
2. PBS Framework – Measurable Outcomes
 - Data
 - Practices
 - Systems
3. Multi-Tiered Systems of Support
 - Tier 1: Universal prevention
 - Tier 2: Targeted intervention
 - Tier 3: Intensive Intervention



Research has shown the effective implementation of WAPBS can achieve:

- An increase in attendance
- Students view school as a positive and calm environment.
- Positive student and teacher relationships
- A reduction in the proportion of behaviour disruptions
- Increase in academic performance.

The implementation of WAPBS contributes to providing every student in our school with a pathway to a successful future (*Focus 2025*) by developing personal and social attributes that are the basis of enhancing future wellbeing (*DoE Strategic Direction 2020 – 2024*).

Please refer to WAPBS Guidelines.

Classroom Management Systems

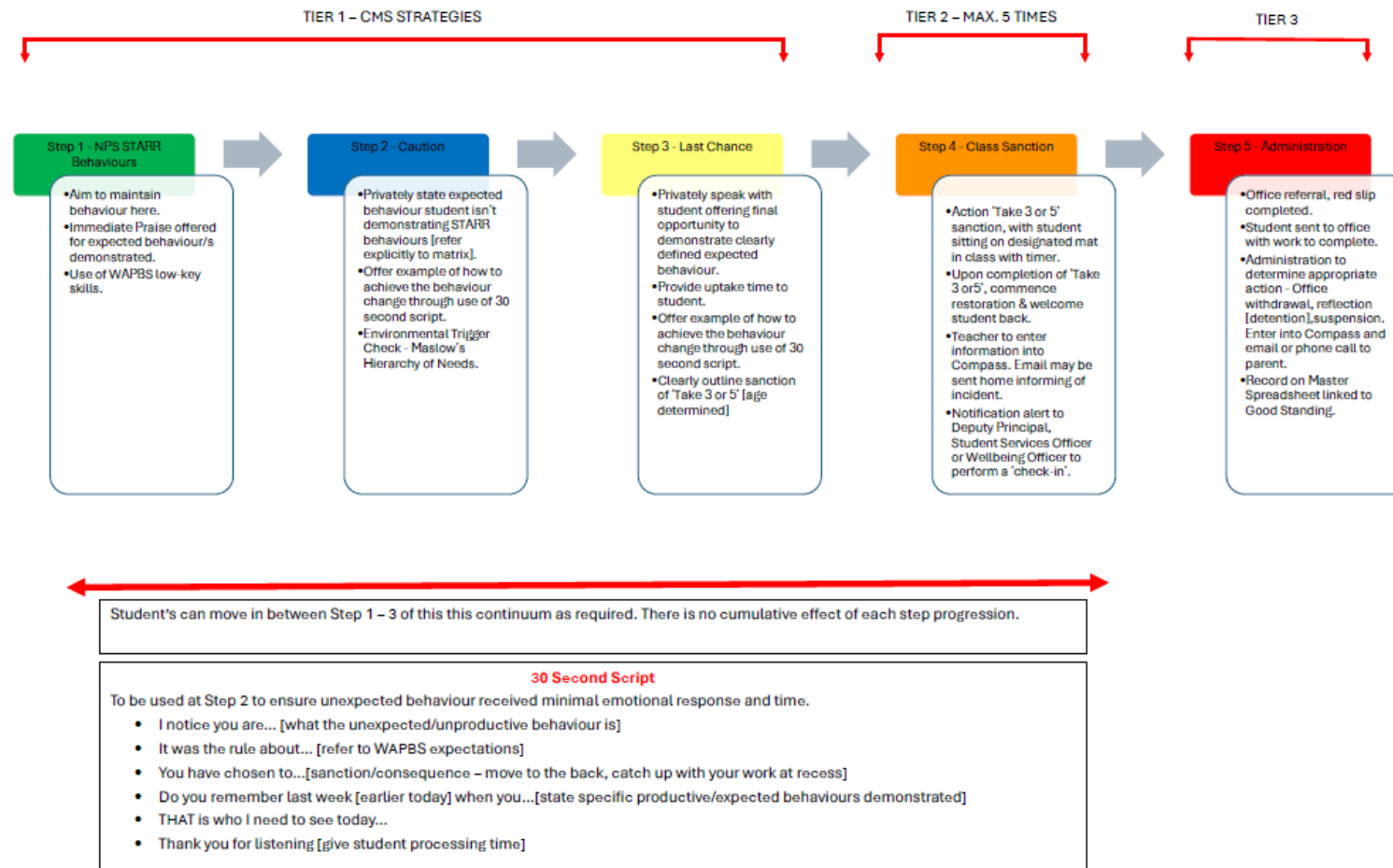
The Department of Education Quality Teaching Strategy, Teaching for Impact document elements relating to Student Engagement promote the responsibility of schools to create environments where students of all abilities can learn effectively. It is recommended to support positive behaviour through consistent use of low-key responses such as:

- Utilising the same consistent signal to begin
- Active pause
- Proximity
- Active Scanning
- Indicating the desired type of student response
- Varied distribution of responses

Appendix for examples and definitions of these strategies. These are to be implemented through our WAPBS Guidelines and in conjunction with the Stepped Behaviour Continuum – see process diagram below.

Staff and students are committed to upholding our STARR expectations at Narrogin Primary School in our 'Pursuit of Excellence'.

Prior to invoking the steps within the behaviour chain, staff are responsive to student needs, engaging a range of low-key responses to unproductive or unexpected behaviours: eye contact, gesture, pause, signal to begin, signal for attention, proximity, reinforcing expected behaviours. Significant effort should be made at this stage, and staff are to clearly state expectations and manage environmental settings first, example: I can see you have no jumper...Did you have breakfast today? Has something happened today that is worrying you?



INCIDENT PROTOCOLS

RESET – TIER 2 Sanction – in class

Student has been through Steps 1-3 of Tier 1 CMS strategies and has reached Step 4, which is a class sanction. Students can receive this sanction for a maximum 5 times. The process is as follows:

- Action 'Take 3 or 5' sanction, with student sitting on designated mat in class with timer.
- Upon completion of 'Take 3 or 5', commence restoration & welcome student back.
- Teacher to enter information into Compass. Email may be sent home informing of incident.
- Notification alert to Deputy Principal, Student Services Officer or Wellbeing Officer to perform a 'check-in'.

The goal is to provide student with the opportunity to 'reset,' self-regulate or 'cool off'. There may be tools in the Take 3 or 5 [age dependent] space to assist with resetting.

FORMAL WITHDRAWAL – TIER 3 – Administration intervention

Following a student reaching the maximum five times in the RESET space, the Principal or Deputy Principals withdraw the student from class, breaks or other school activities for the purpose of providing an opportunity to:

- Receive co-regulation, in instances where the student has become unable to self-regulate.
- Reflect on and learn from the behaviour, including, where appropriate, engaging in restorative processes.

When a student is withdrawn, the school will:

- Inform parents.
- Ensure that location and supervision arrangements always account for duty of care.
- Ensure that the student is provided with the opportunity to complete schoolwork [where practicable]
- Document the details of the withdrawal in Compass for record keeping.

The process is as follows:

- Office referral, red slip completed.
- Student sent to office with work to complete.
- Administration to determine appropriate action - Office withdrawal, reflection [detention], suspension. Enter into Compass and email or phone call to parent.
- Record on Master Spreadsheet linked to Good Standing.

SUSPENSION

The placing of students on suspension will be authorised by the principal, or Deputy Principals where the Principal is unable to exercise the suspension. The principal is authorised by the Department of Education to suspend a student. Suspension is a legal process of preventing students from attending school for a limited period if their behaviour and conduct is not conducive to the good order and proper management of the school. Suspension results in automatic loss of Good Standing.

In cases of either repeated or serious breaches of the Code of Conduct, which have been recorded on a Red Slip, the Principal may authorise the suspension of students for a limited period. This can be in-school or out-of-school.

Parents will be contacted and notified when a suspension occurs. The reason for suspension will be discussed with the parent.

The suspension will be entered into Compass and the Online Incident Notification System.

The principal, or delegate, will notify parents or guardians of the need for a re-entry meeting with the student and themselves, to ensure that their behaviour is appropriate upon their return to school for their Good Standing to be reinstated.

Further information regarding suspension can be found in the Wheatbelt Suspension Decision Guidelines: Decisions, Processes and Restoration.

GOOD STANDING GUIDELINES

Rationale

In early 2019, a directive was published by the Minister for Education on school violence, 'Let's Make a Stand Together'. This required public schools take action with students who fight, photograph or video any violent actions and/or share them with any media or social media platforms. All public schools are also required to suspend/exclude students who fight or make intentional physical contact with other students or staff or disrupt the good order that is expected in public schools. The development of a Good Standing Policy is a mandatory requirement for all public schools in response to the increasing incidents of violence in schools. This policy adheres to the Department of Education (WA) 2019 directive issued under section 232 of the School Education Act 1999 by the Director General.

Guidelines

At Narrogin Primary School we believe learning is enhanced in a welcoming, inclusive, collaborative, safe and caring environment. Good Standing emphasises the importance of taking responsibility for negative actions students may make and which may ultimately influence their safety and/or learning and the safety and/or learning of others.

Good Standing supports and works in conjunction with the NPS Behaviour Management Guidelines. Our Good Standing Guidelines support our STARR value expectations of:

- Safety
- Tolerance
- Academic Excellence
- Respect
- Responsibility

Good Standing aims to provide acknowledgement of students taking responsibility for the actions they make daily, which impact academically and socially on themselves and others.

It is issued at NPS:

- As a student enters the school and
- At the commencement of each school year.

To maintain Good Standing at NPS, students must:

Follow the NPS Behaviour Management Guidelines

Not be involved in any major behaviour breaches including but not limited to:

Verbal abuse of other students	Verbal abuse of staff
Threatening other students	Threatening staff
Intimidating other students	Intimidating staff
E-breaches (technology misuse)	Inappropriate searches (explicit nature)
Logging into social media accounts	Making inappropriate E- texts (explicit nature)
Sharing inappropriate searches, material, E-texts with other students	Cyberbullying at school (as stated in Code of Conduct)
Fighting (automatic suspension)	Damage to property
Physical abuse of other students (automatic suspension)	Physical abuse of staff (automatic suspension)

Students will lose good standing for:

- Any breach of the above; or
- For three detentions
- For three office withdrawals
- For one suspension

Student Councillors or Faction Captains will have their leadership role and badge revoked for the duration of a loss of good standing period.

Regaining Good Standing:

Students will regain their Good Standing after completing of the re-entry and restorative process up to a 10-day period. NPS will implement approaches to support the student that 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.

Parent/Carer Contact Regarding Good Standing:

- All parents/guardians will be informed about Good Standing at the initial parent-teacher meeting at the commencement of a school year.
- These guidelines are available to all parents/guardians, always, via the NPS website . Students who lose their Good Standing will have their parents/guardians contacted to discuss their loss, how the student will regain it, and what specifically their child will miss out on as a result.
- When a student regains their Good Standing, their parents/guardians will be notified.

Students with Good Standing will be eligible for the following whole school rewards:

- STARR cards
- STARR merit certificates
- Participation in interschool events or school-based faction/sports events
- Graduation events
- Year 6 only - being a student councillor, having a leadership position or graduation events
- Represent NPS in any activities such as sporting events, formal occasions.
- Social based activities: disco, camp, school-based social incursions/excursions.

The NPS Good Standing Guidelines are provided to maintain consistency in our decision-making processes.

It is important to note that these are guidelines and if there are extenuating circumstances that have resulted in the negative behaviours or a significant period of positive behaviour since the previous negative behaviour then, these factors will be considered. Any decision to withdraw or maintain Good Standing will be at the discretion of the Principal.

Appendices/Links

Standing together against violence: Minister's statement on how families can help keep schools safe.

<https://www.education.wa.edu.au/dl/ergimo3>. See Appendix ### for the Good Standing Restoration Plan Documentation.

Reflection Guidelines

These rules apply for any student who insights or enacts in violence as we target the implementation of the ministers 10 points of action against violence in schools.

We are to adopt a **zero tolerance** to threats of physical violence.

Referral Process

Teacher/Education Assistant responsibility

1. If a teacher or EA hears or observes a student making comment or acting in a way to incite violence, or hearing a direct threat made by a student such as “I’m going to bash you”, they are to email Leadership, detailing the student name, year level and context of event. [EA’s to inform Teacher whose class the student comes from].
2. The Teacher reporting the event must contact the family carer or parent enter in Compass. Students who have been issued with a reflection are to eat their lunch with their cohort.
3. At 2nd lunch they are to report to the PPA building, where one member of leadership will be on duty to monitor these students.

During Reflection

Students will be supported to complete the reflection sheet of the incident with a copy maintained at school level.

Students may be required to complete work during the reflection time, teachers are able to send incomplete work up from class time or Leadership will issue some work for the students.

Should a student NOT present themselves directly after release from first lunch, or they fail to present at all, an additional day will be added to their sanction.

Reflection is **not** to be issued for noncompliance in class, disruptive behaviours, or failure to complete classwork.

Reflection will count as part of the process of students losing good standing if repeated offences and have a cumulative effect.

REFLECTION

Student's Name: _____ Year: _____ Date: _____

What has happened?

What were you thinking and feeling at the time?

Who was affected by your actions and how?

Did you try any strategies to solve this problem?

What did you try?

Safety	Tolerance	Academic Excellence	Respect	Responsibility
SAFETY is making choices to look after our physical and emotional self.	TOLERANCE is accepting everyone and treating them with kindness regardless of our differences.	ACADEMIC EXCELLENCE is actively trying to achieve to my full potential in all learning opportunities.	RESPONSIBILITY is making positive choices towards my learning and being accountable for my actions.	RESPECT is taking pride in and care of yourself, our school, the environment, friends and others.
<ul style="list-style-type: none"> We keep hands, feet and equipment to ourselves. We move appropriately around the school. We eat our own recess and lunch. We stay on school grounds. We use equipment for its purpose. We are SunSmart. We play in duty areas. 	<ul style="list-style-type: none"> We think before we yarn. We look after each other. 	<ul style="list-style-type: none"> We strive to do our best. We celebrate all achievements. We follow instructions. We come to school every day, unless we are sick. We are ready to learn. We engage positively in all learning experiences. We remain on task and use learning time effectively. 	<ul style="list-style-type: none"> We listen to others. We wear our uniform with pride. We respect school grounds and property. We use our manners at school. We follow agreed rules of the game. 	<ul style="list-style-type: none"> We own our actions. We go straight to class. We are problem solvers. We follow school routines.

Acknowledgement of Reflection

Next time, how can you resolve this problem while showing STARR behaviours and being in the pursuit of excellence?

Student: _____

Staff: _____

Bullying Procedure Kindergarten – Year 6

Bullying is a learned behaviour which is unacceptable. Bullying behaviours can be changed. Narrogin Primary School takes an educative approach to managing and preventing bullying. Our processes and activities promote the development of the values and behaviours that create and maintain inclusive, safe and supportive environments.

Definition

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons who feel unable to stop it from happening.

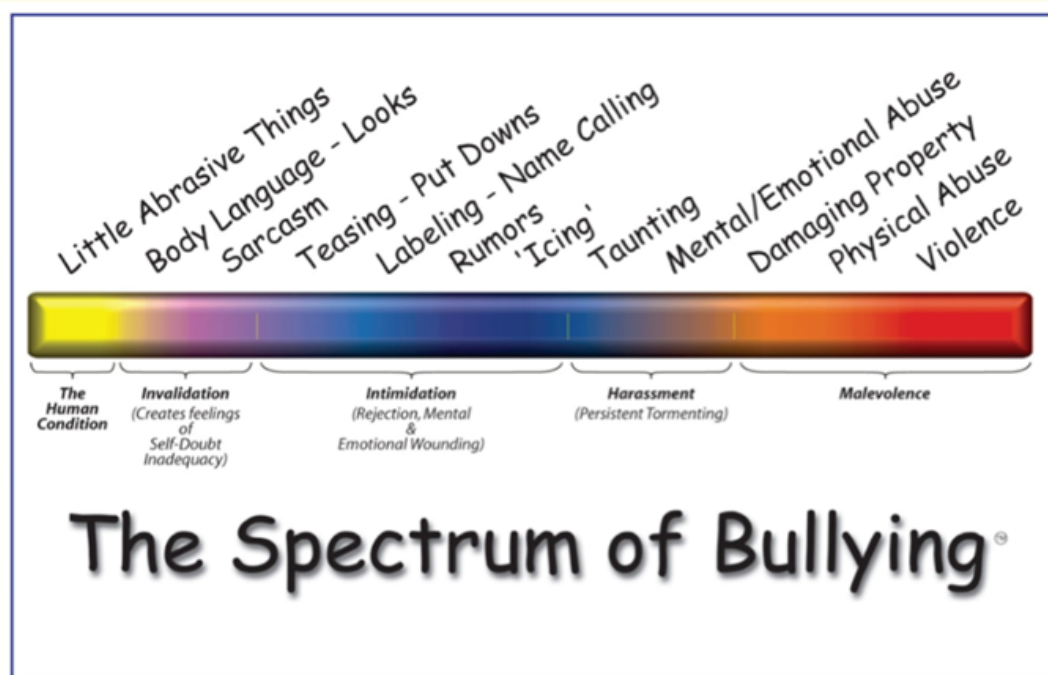
Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records). Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders.

Bullying has 3 main features

- It involves a misuse of power in a relationship
- It is ongoing and repeated
- It involves behaviours that cause harm

Behaviours that do not constitute bullying include:	Three types of Bullying
Mutual arguments and disagreements [where there are no power imbalances]	Verbal bullying which includes name calling, threats or insulting someone.
Not liking someone or a single act of social rejection	Physical bullying which includes hitting or otherwise hurting someone, shoving or intimidating another person, damaging or stealing their belongings.
One-off acts of meanness or spite	Social bullying which includes consistently excluding another person or sharing information or images that will have a harmful effect on the person.
Isolated incidents of aggression, intimidation or violence	

Verbal, physical and social bullying can occur in person or online, directly or indirectly, overtly or covertly. Serious online bullying and offensive material can be reported to the Office of the eSafety Commissioner.



The Prevention Strategies Narrogin Primary School will utilise to prevent bullying:

<ul style="list-style-type: none"> • Explicit teaching [as developmentally appropriate] regarding: 	<ul style="list-style-type: none"> • Conflict resolution and restorative skills
<ul style="list-style-type: none"> • Safe and supportive environments 	<ul style="list-style-type: none"> • What constitutes bullying
<ul style="list-style-type: none"> • Friendships and relationships 	<ul style="list-style-type: none"> • Role of bystanders
<ul style="list-style-type: none"> • Problem solving 	<ul style="list-style-type: none"> • How to respond to bullying

The School Commitments to help promote preventative strategies are:

Curriculum Instruction	Inclusive Celebration Days
Instruction of Protective Behaviours	Bullying No Way Day
E-safety Instruction	Harmony Day
PATHS Explicit Teaching	R U OK Day

These people are here to support students:

- Classroom Teacher
- Leadership Team
- Student Services Officer
- School Wellbeing Officer

This is how we respond:

The aims for Narrogin Primary School in responding to bullying are:

- To find a positive solution for everyone
- To stop it happening again
- To restore the relationships between the students involved

Student	Parents	Staff
<ul style="list-style-type: none"> • Inform their classroom teacher when any incident occurs straight away - on the day that the bullying has taken place. • The 'bystander' reports the incident to their classroom teacher straight away – on the day that the bullying has taken place. • Participates in restorative process. 	<ul style="list-style-type: none"> • Encourage your child to speak to their classroom teacher on the day of an incident occurring. • Use the provided definition to distinguish whether your child has been involved in a bullying case or if this is an isolated issue that will be dealt with in accordance with the BMP&P's. • Speak to the classroom teacher before addressing any concerns with administration. • Allow at least 48 hours for thorough investigation of the incident before a staff member will be in contact. 	<ul style="list-style-type: none"> • Explicit teaching of concepts related to bullying and bystander behaviour. • Remind students to speak to their classroom teacher when an issue occurs – on the day it has taken place. • Monitor and investigate any situation, in depth, where bullying has been suspected. • Carry out the protocols in accordance with the BMP&P's or Bullying Guidelines on a case by case basis. • Teacher to record in Compass – 2 times; 3rd occasion results in a 'red slip' which engages Leadership Team involvement. • Classroom teachers to report any issues of ongoing bullying to the Leadership Team via 'red slip'. • Leadership Team to inform parents which will require a formal intervention & restoration process.

Effective classroom management, explicit teaching and consistent application of the guidelines, promoting positive bystander behaviour and developing peer support networks can reduce the number of bullying incidents. The method of responding will depend on the students involved, the situation, and severity. If an act of bullying has occurred, after a thorough and in-depth investigation, a loss of Good Standing will occur.

Bullying Strategy Definitions

The rules and consequences response involves the development and communication of clear rules about acceptable and unacceptable behaviour, and reasonable consequences for breaking the rules. These consequences generally involve sanctions for the student who is considered responsible for the bullying behaviour.

Strengthening the 'target' involves systematically helping the person being bullied to deal more effectively with the person or persons who seek to bully him or her. The strategy of strengthening the target seeks to improve the capacity of the intended target to cope more effectively with bullying. If a student receives 3 'red slips', Good Standing will be revoked.

Mediation is a process in which students in conflict and bullying are invited to take part in a session with a staff member to help resolve their differences. It requires students to be voluntarily involved in the dispute resolution process.

Restorative practice is a strategy that seeks to repair relationships that have been damaged. Once identified, the students who have been bullying meet with the staff member and other students who have been selected because they are expected to be supportive of the person who has been bullied (who is not present). Each member shares how he or she will help that person.

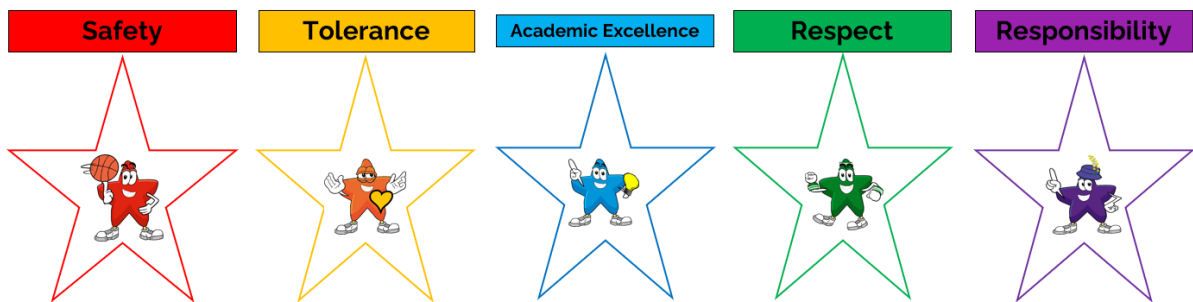
The Method of Shared Concern is a non-punitive multi-stage strategy used with groups of students who are suspected of bullying someone.

1. Students suspected of bullying others are first interviewed individually.
2. Staff member shares a concern for the bullied student and invites each of them to say what they will do to help.
3. When helpful actions have taken place, the students:
 - 3.1 Meet as a group with the staff member,
 - 3.2 Plan what they propose to do next, and subsequently
 - 3.3 Meet with the person/s they have bullied to finally resolve the problem.

WAPBS at Narrogin Primary School

At Narrogin Primary School, WAPBS is implemented as a whole-school framework to create a positive learning environment for our students. Our staff and students strive to display our school values in their personal *Pursuit of Excellence*.

The purpose of the PBS Committee at Narrogin Primary School is to ensure a student centred, consistent, predictable, and visible approach to positive behaviour. Through the promotion of our school's STARR values, we foster a positive sense of belonging and culture in our Pursuit of Excellence.



The entirety of the Narrogin Primary School staff is expected to be committed and involved in the consistent and integrity of implementation of WAPBS in our school.

WAPBS Roles & Responsibilities

At Narrogin Primary School, we have several key stakeholders that contribute to the successful implementation of WAPBS processes at our school.

The WAPBS Committee

The WAPBS Committee is responsible for overseeing the implementation and decision-making of WAPBS at Narrogin Primary School. This committee consists of staff members, led by the WAPBS Leader, with each member taking on specific roles to divide work and responsibilities. The committee meets as needed, with meetings occurring up to once every fortnight and at least 2-3 times per term. All staff, including those not on the committee, are welcome to attend these meetings. The meeting agenda and minutes are shared through the Boornoo Wangkiny.

Key Groups Roles & Responsibilities			
These members are responsible for implementing WAPBS at Narrogin Primary with integrity.			
WAPBS Committee	Staff	Student Councillors	Administration Team
<ul style="list-style-type: none"> Identify fortnightly PBS teaching focuses. Nominate and coordinate whole-school PBS rewards Data collection and tracking Decision making 	<ul style="list-style-type: none"> Awarding STARR Tokens, STARR Cards and STARR Certificates Provide positive and constructive feedback to the WAPBS Committee to help refine processes. 	<ul style="list-style-type: none"> Assist with faction rewards Assist with good standing rewards Dress up in the STARRY costume Provide feedback to WAPBS Committee 	<ul style="list-style-type: none"> Oversee and manage all staff implementing WAPBS Processes Collaborate with Leader to ensure integration of WAPBS into school strategic planning

WAPBS Matrix

Our student matrix has been designed and refined by our school community over several years. As of 2025, our school will have three WAPBS matrixes, all designed for different purposes and to support the specific and tailored approach to WAPBS in our school.

Matrix 1 – Student Matrix

Our student matrix is our main matrix and is displayed around our school. Staff refer to this matrix and language when giving out rewards for positive behaviour, correcting undesirable behaviour and for our fortnightly focus.

Matrix 2 – Teaching Matrix

Our teaching matrix is designed to incorporate specific teaching points without overwhelming the student matrix. The intent of this matrix is to only be referred to by teachers and to guide the teaching points in the creation of our explicit WAPBS lessons.

Matrix 3 – Staff Matrix

Our staff matrix is designed to exist alongside the DoE Staff Code of Conduct as a guideline for staff behaviour at our school. We wholeheartedly believe in a consistent approach to WAPBS in our school and this is extended to our staff. Everyone in our school community, including teachers are expected to be STARRs.

STARR Matrix

At Narrogin Primary School, we are in the
Pursuit of Excellence.

Safety 	Tolerance 	Academic Excellence 	Respect 	Responsibility 
<p>SAFETY is making choices to look after our physical and emotional self.</p>	<p>TOLERANCE is accepting everyone and treating them with kindness regardless of our differences.</p>	<p>ACADEMIC EXCELLENCE is actively trying to achieve to my full potential in all learning opportunities.</p>	<p>RESPECT is taking pride in and care of yourself, our school, the environment, friends and others.</p>	<p>RESPONSIBILITY, is making positive choices towards my learning and being accountable for my actions.</p>
<ul style="list-style-type: none"> • We keep hands, feet and equipment to ourselves • We move appropriately around the school • We eat our own recess and lunch • We stay on school grounds • We use equipment for its purpose • We are SunSmart • We play in duty areas 	<ul style="list-style-type: none"> • We think before we yarn • We look after each other 	<ul style="list-style-type: none"> • We are in the Pursuit of Excellence • We celebrate all achievements • We follow instructions • We come to school every day, unless we are sick • We are ready to learn • We engage positively in all learning experiences • We remain on task and use learning time effectively 	<ul style="list-style-type: none"> • We listen to others • We wear our uniform with pride • We look after school grounds and property • We use our manners. • We follow agreed rules of the game 	<ul style="list-style-type: none"> • We go straight to class • We are problem solvers • We follow school routines

WAPBS Teaching Behaviour Matrix

Safety	Tolerance	Academic Excellence	Respect	Responsibility
<ul style="list-style-type: none"> We keep hands, feet and equipment to ourselves We move appropriately around the school <ul style="list-style-type: none"> Walk on hard surfaces Walk bikes and scooters when entering school grounds We eat our own recess and lunch <ul style="list-style-type: none"> We are allergy aware We stay on school grounds We use equipment for its purpose We are SunSmart <ul style="list-style-type: none"> We wear our hats We wear sunscreen We play in duty areas 	<ul style="list-style-type: none"> We think before we yarn <ul style="list-style-type: none"> We use kind words We avoid yarn carrying We look after each other <ul style="list-style-type: none"> We take turns We work cooperatively with others We treat people the way you would like to be treated We are accepting of others 	<ul style="list-style-type: none"> We are in the Pursuit of Excellence We celebrate all achievements We follow instructions We come to school every day, unless we are sick We are ready to learn <ul style="list-style-type: none"> We use our strategies to check in with my emotions so that I am ready to learn We have our equipment out and ready We engage positively in all learning experiences <ul style="list-style-type: none"> We are whole body listening We ask questions to make sure we understand We remain on task and use learning time effectively 	<ul style="list-style-type: none"> We listen to others <ul style="list-style-type: none"> We put our hand up to share ideas We show ready bodies We are active listeners We listen to learn, not respond We wear our uniform with pride We respect school grounds and property <ul style="list-style-type: none"> We put our rubbish in the bin We look after property belonging to the school, peers, teachers and ourselves We keep our personal belongings in a safe place We return equipment in a good condition We use our manners at school <ul style="list-style-type: none"> We take our hat off inside We use please and thank you We say greet people using their name We sit quietly at assembly We follow agreed rules of the game 	<ul style="list-style-type: none"> We go straight to class <ul style="list-style-type: none"> We go straight to class at 8.25 We go straight to class after recess and lunch times We are problem solvers We follow school routines <ul style="list-style-type: none"> Entry Exit Canteen Specialist transitions Eating routines

Staff STARR Matrix

At Narrogin Primary School, we are in the Pursuit of Excellence.
We assume positive intent for all our colleagues, students and
our school community.

Safety	Tolerance	Academic Excellence	Respect	Responsibility
SAFETY is making choices to look after our physical and emotional self.	TOLERANCE is accepting everyone and treating them with kindness regardless of our differences.	ACADEMIC EXCELLENCE is actively trying to achieve to my full potential in all learning opportunities.	RESPECT is taking pride in and care of yourself, our school, the environment, friends and others.	RESPONSIBILITY, is making positive choices towards my learning and being accountable for my actions.
<ul style="list-style-type: none"> We comply with all department policies and school safety guidelines. We are on time to our duty wearing a whistle, vest, and duty bag. We are SunSmart. We are allergy and food sensitivity aware. We are educated on the medical needs of our students. We give comprehensive handover to colleagues on the needs of our students. 	<ul style="list-style-type: none"> We look after each other. We value other's knowledge and expertise. We show kindness to one another. We think before we yarn We allow time for staff to process new information We communicate with others about potential disruptions to surrounding classes. We are open to understanding change. 	<ul style="list-style-type: none"> We do our best and take pride in our work We plan and deliver high quality learning experiences We share our resources and expertise with others We are organised and prepared We provide relevant positive and constructive feedback We maintain consistent, connected practice. We are active participants in all learning experiences. We are solutions focused. We have high expectations of ourselves, each other and our students. 	<ul style="list-style-type: none"> We are active listeners and meaningful contributors We use manners, kind tone of voice and positive body language We acknowledge and accept the decisions our leaders must make for our school We acknowledge our colleague's professionalism and learning curve 	<ul style="list-style-type: none"> We are punctual, organised and prepared for teaching, meetings and duties. We adhere to all department and school guidelines We keep our shared spaces tidy We have clear communication through the appropriate channels We complete assigned tasks on time We read and act on school communication We advocate positively for our school's values and expectations We return equipment in working order, organised and in the appropriate place

Positive Acknowledgements

The below WAPBS positive acknowledgement guidelines outline the only approved processes and reward systems for positive behaviour at Narrogin Primary School. For the processes to be successful, it is essential that all staff adhere to the NPS WAPBS approach. Classrooms with their own reward systems do not align with the integrity of the school wide WAPBS processes and are not permitted.

Tier 1 Acknowledgements – STARR Tokens

STARR Tokens

During learning times, students are acknowledged for showing STARR behaviours with STARR tokens. STARR tokens correspond to each STARR area.

Giving Out STARR Tokens During Lessons Procedure:

- Staff hand out tokens to students during an explicit lesson.
- Students ‘park’ their tokens on their desks or in their lap.
- Staff members direct students to put their tokens in the collector at the next transition or appropriate time.

Each classroom (including specialists) has a token collector to store tokens that have been awarded. It is expected that staff will give out STARR tokens at the 5 to 1 ratio (5 positive acknowledgements to one negative acknowledgement).

During breaktimes, duty staff are to give out tokens to acknowledge students demonstrating STARR behaviours.

Giving Out STARR Tokens at Breaktimes Procedure:

- Staff hand out tokens to students during play or eating time
- Students put tokens in collector container in the undercover area.
- Students are to “park” their tokens if given during eating time and put tokens in container once released by a staff member.

It is expected that staff will give out at least 10 STARR tokens per duty.

It is the responsibility of the staff member to have an adequate supply of STARR tokens in their learning space and duty bag. Please take from the staffroom token storage when replenishment is needed.

Token Recording

Once a week (day to be determined by WAPBS leader’s leadership time), a student/s in each class are to count their token totals for each faction on the token slip. They return their tokens to the main collection container in the undercover area.

This slip is to be given to WAPBS leader by a given time on this day. This person records the data into the corresponding spreadsheet. One faction token corresponds to one faction point. Faction points earned through tokens do not impact faction athletics carnival points.

On the same day, the WAPBS leader will make a whole school announcement to update each faction's totals. Teachers are required to ensure their faction point poster and reward thermometers are updated at this time.

Faction Rewards

As each faction reaches a set target, they will participate in their faction reward. This is intended to occur on the day, during the recess/lunch break and to be coordinated by the WAPBS leader and WAPBS Committee members. This is currently:

- 1000 points – Extra play time
- 2000 points – Zooper Dooper/Sippah Straws/Milo
- 3000 points - Whole faction sports game
- 4000 points – Surprise

Tier 2 Acknowledgements – STARR Cards

Students who go over and above STARR behaviours, are in the pursuit of excellence or have made a notable effort to improve their behaviour on a particular day are rewarded with a STARR card. With a STARR Card, they also receive a raffle ticket for an entry into the draw to win a \$5 canteen voucher.

STARR Card Procedure (Classroom Teachers):

- Select recipient based on student's behaviour throughout day and complete written sections of STARR Card
- At the end of *your* day with your students, present STARR Card to recipient
- Complete a raffle by writing the student's full name, year level and classroom. Store this in classroom raffle storage until STARR Assembly
- By the end of the day, complete a Compass Chronicle entry for a positive behaviour observation to notify parents.

STARR Card Procedure (Specialist Teachers):

- Select recipient based on behaviour throughout lesson and complete written sections of STARR Card
- At the end of *your* time with that class, present STARR Card recipient
- Complete a raffle by writing the student's full name, year level and classroom. Store this in classroom raffle storage until STARR Assembly
- By the end of the day, complete a Compass Chronicle entry for a positive behaviour observation to notify parents.

Raffle tickets are to be brought to STARR Assemblies for STARRY to pick the winners of a junior and senior raffle.

Teachers are required to enter a positive behaviour entry in Compass by the end of the day to inform parents and caretakers of the recognition. The WAPBS leader tracks the weekly distribution of STARR Cards to monitor consistency and provide feedback to staff.

Tier 3 Acknowledgements – STARR Certificates

STARR Certificates

STARR Certificates are the highest form of individual acknowledgement students can earn in alignment with WAPBS at Narrogin Primary School. These are earned by students for being consistently going over and above in their Pursuit of Excellence and displaying of STARR behaviours.

STARR Certificate Process (Teachers):

- Classroom and specialist teacher select 1 – 2 students per assembly to be presented with a STARR Certificate
- Complete relevant STARR Certificate spreadsheet
- Sign and decorate once STARR certificates are generated and return to school officer.
- School officer / classroom teacher completes Awards Notification Chronicle entry to notify parents

STARR Certificate Process (School Officers):

- Generate STARR Certificates with recipient's name and citation, based on STARR Certificate spreadsheet
- Print and deliver to teacher's for signing and decoration.
- Make copies for counsellors
- Take photos of STARR Students immediately after assembly and print out to add to STARR Students wall outside the library.

STARR Students will be acknowledged further, by having their photo on the STARR Student's wall outside the library and having a special lunch with a member of the administration team.

Since there are only 1-2 STARR Students per class at each assembly, not all students will receive a STARR Certificate during the year. This creates high expectations and helps foster intrinsic motivation, emphasising that awards are earned, not guaranteed. Students will be recognised for reasons that are meaningful and aligned with our school values. To achieve this level of recognition, students will need to put in significant effort, making the award special and meaningful for those who receive it.

Good Standing Rewards

At the end of each term, there will be a whole-school reward to celebrate students who have their good standing at the time of the reward.

The date, time and type of reward will be determined by the WAPBS Committee and information shared with whole staff at the beginning of each term.

Faction Athletics Carnival Acknowledgement

At the annual Faction Athletics Carnival, a STARRY's Award will be given out to the faction who consistently displays STARR behaviours throughout day. The winning faction will be decided by the chief marshal of the event, with consultation from student counsellors and faction bay teachers, if necessary.

STARRY will attend the faction carnival at the end of the day to join in a student running race and to award the perpetual Starry's Award shield to the winning faction.

Curriculum Integration

“Behaviour is not something that happens to you; it is something you teach.”

- Tom Bennett

WAPBS Focus Lessons

At Narrogin Primary School, we believe that staff are responsible for creating the *conditions for learning* through clear expectations and consistent reinforcement of appropriate behaviours. To support this, classroom teachers are required to explicitly teach each STARR focus behaviour to their class.

Each term, the WAPBS Committee will decide on the specific focus behaviours for each fortnight, and this schedule will be shared with teachers before the term begins.

At the beginning of Term 1, teachers are required to teach a series of lessons relating to:

- In the Pursuit of Excellence
- Routines
- STARR Expectations

These will be developed by the WAPBS Committee, and a more detailed schedule of the lessons will be shared with staff.

Similarly, in the first week of Terms 2, 3 and 4, teachers are required to teach 3 lessons to reinforce the above lessons. Lessons for these will also be provided by the WAPBS Committee.

Once the required lessons have been taught, the WAPBS Committee will select fortnightly focuses that will continue throughout the term. These lessons will also be designed by the WAPBS Committee to use.

In the Pursuit of Excellence

The motto of Narrogin Primary School is *“In the Pursuit of Excellence”*. At our school, *‘In the Pursuit of Excellence’* means always doing our best and making sure our actions show we are striving for excellence in everything we say and do. It is important that staff and students are connected to our motto because it fosters a shared sense of purpose and accountability. Our school community is encouraged to strive for excellence and ensure our actions reflect these values.

At the start of the year, all classroom teachers will deliver a series of explicit lessons, provided by the WAPBS Committee, to help students understand the meaning of our motto, connect actions and attitudes to it, and engage in personal goal setting. This will also be reviewed in additional In the Pursuit of Excellence lessons in the first week of each term.

There will be an expectation that an In the Pursuit of Excellence activity or title is visible in the classroom.

It is a requirement for all classroom teachers to teach the fortnightly focus lesson each Monday*, using a different guided practice activity. This will need to be done prior to the STARR Assembly on the first Monday and prior to recess on the second Monday. Members of the administration team will conduct Monday morning 'walk-throughs' to ensure that the lessons have been delivered as planned.

*Where the week does not start on a Monday due to SDD or Public Holidays, it will be the first day back.



Term 1 STARR Expectations

Weeks	Expectation	Focus
1	In the Pursuit of Excellence	Day 1: In the Pursuit of Excellence Lesson 1 Day 2: In the Pursuit of Excellence Lesson 2 Day 3: In the Pursuit of Excellence Lesson 3
2	Routines	Day 1: Entry Day 2: Exit Day 3: Transitions Day 4: Eating Day 5: Canteen
3	STARR	Day 1: Safety Day 2: Tolerance Day 3: Academic Excellence Day 4: Respect Day 5: Responsibility
4 & 5	 Tolerance	We think before we yarn.
6 & 7	 Academic Excellence	We strive to do our best.
8 & 9	 Safety	We keep hands, feet and equipment to ourselves.
10	 Respect	We respect school grounds and property.

Example of Term 1 STARR Schedule

School Community Communication

At Narrogin Primary School, our goal is to ensure clear and ongoing communication of WAPBS processes and activities. We achieve this through various methods to ensure that all staff, students, parents, and community members are informed about what WAPBS looks like at our school.

WAPBS Assembly

On the first Monday of each behaviour focus fortnight, there will be a WAPBS Assembly held in the undercover area at 10:15am, run by alternating members of the WAPBS Committee. The purpose of this assembly is to reinforce the behaviour focus and consolidate the aspects of the behaviour lesson that was taught in each class that morning.

The format of the assembly is as follows:

1. Reflection of previous focus area
2. Discussion of STARR Focus as per STARR Lesson
3. Update of faction points and rewards
4. STARR Card Winners
5. STARR Card raffle drawn by Starry

STARR Snapshot – Staff WAPBS Newsletter

The STARR Snapshot is produced and distributed bi-termly by the WAPBS Leader, in collaboration with the admin team to include data on negative behaviour trends. It provides updates on the number of positive and negative behaviours recorded over the past five weeks, reward dates, faction token totals, and other relevant WAPBS news.

Fortnightly Focus – Social Media Post

The behaviour focus poster for the fortnight is shared on social media every first Monday. This post will also include conversation starters for parents to use when discussing the focus behaviour with their children.

Newsletter

The termly behaviour focuses will be highlighted in the school newsletter, along with announcements of student winners of STARR Card Canteen vouchers and other relevant WAPBS updates.

Whole School Routines

Whole-school routines are crucial for student success as they provide structure, consistency, and clear expectations, helping students focus on learning rather than behaviour. When routines are well-established and practiced, students can independently follow them, reducing disruptions and increasing instructional time. Explicitly teaching and modelling these routines frees up cognitive resources, allowing students to concentrate fully on the lesson content.

(Australian Education Research Organisation, 2023)

At Narrogin Primary School, routines are:

- Consistent and predictable school-wide processes, so students know what is expected of them and what they can expect from their teachers.
- Designed for simplicity, explicitly taught, and practiced often.
- Well-established *habits of mind* that minimise disruptions, maximise teaching time, and ease students' cognitive load, allowing them to focus more effectively on their learning.

Whole school routines are taught by classroom teachers using an explicit PowerPoint lesson. In Term 1, a new routine is introduced each day over an assigned week and reinforced by all staff during that time. Staff are encouraged to use the same language that is used in the lessons and on corresponding routine posters. Routines are also re-taught at the beginning of each term and at points of need determined by staff.

The admin team in conjunction with the WAPBS Committee will be responsible for displaying these posters around the school in areas where we expect this routine. Classroom teachers are also able to put these up in their classrooms at their discretion.

STARR Snapshot

TERM _ (WEEKS _ - _)

BEHAVIOUR DATA		FACTION TOKEN TOTALS	
TOKENS	—	RED:	
GREEN SLIPS	—	GREEN:	
ORANGE SLIPS	—	GOLD:	
RED SLIPS	—		
REFLECTIONS	—	TERM FOCUS	
SUSPENSIONS	—	INSERT SNAPSHOT OF TABLE	
STAFF SHOUTOUT			
RED:			
REMINDERS			
Good Standing Reward:			

TRANSITION ROUTINE

Going to and from specialist classes, library, assembly and special events.

Follow exit routine.

- 2 straight lines
- Voices off, bodies still

Listen for instructions

Move quietly and calmly to where you should be.

Be respectful of other learner's in our school.

Classroom Displays

All learning spaces at Narrogin Primary School, are required to have a dedicated STARR area. This includes, all classrooms, specialist learning areas (including physical education), intervention classrooms and the library.

The STARR area should include a wall space for the required posters and shelf space for tokens and raffle tickets.

Required Displays:

- Faction points thermometers
- STARR display
- Faction points total poster
- Our fortnightly focus poster
- Behaviour Matrix
- Beginning of the year STARR expectation activities
- In the Pursuit of Excellence display / activity
- Well-being posters
 - Shark & dolphin thoughts
 - Am I being bullied?
- WAPBS Reference Sheet (near teacher's desk)

Optional displays:

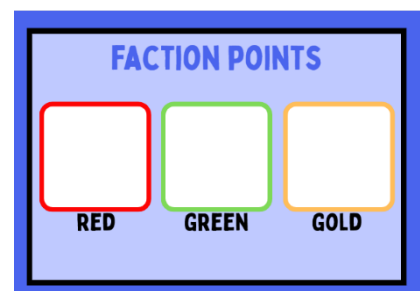
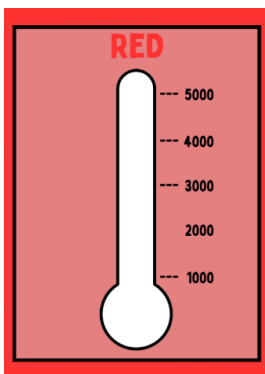
- Our class focus.
- Individual matrix expectation posters
- Routines posters

Required Items:

- Tokens and collection storage
- Raffle tickets & collection storage
- Token totals sheets

At the start of the school year, the WAPBS Committee will provide each staff member in a classroom or specialist learning area with the necessary posters and materials. Additional copies will be stored in the WAPBS area of the staffroom, and digital versions can be accessed on OneDrive.

Since these posters are for whole-school use, teachers are asked to leave them in their classrooms if they are moving to a new room at the end of the year. Please ensure the posters remain in good condition and notify the WAPBS Committee leader if new copies are required for the classroom.



Appendices

- PBIS Matrix
- Stepped Behaviour Continuum
- WAPBS Guidelines
- Classroom Management Strategies [CMS]
- Reflection Template
- Possible Loss of Good Standing Notification
- Loss of Good Standing Notification
- Good Standing Restoration Plan
- Violence in Schools
- Bullying & Harassment Guidelines

Useful Links

Department of Education Student Behaviour in Public Schools Policy and Procedures

<https://www.education.wa.edu.au/web/policies/-/student-behaviour-in-public-schools-policy>

Standing together against violence: Minister's statement on how families can help keep schools safe.

<https://www.education.wa.edu.au/dl/ergjmo3>

Australian Education Research Organisation

<https://www.edresearch.edu.au/guides-resources/practice-resources/classroom-management-resources-user-guide>

NSSI

[Section 24 Arrangements](#)

[Wheatbelt Suspension Decision Guidelines – Decisions, Processes & Restoration](#)

Legislation

- School Education Act 1999
- School Education Regulations 2000
- Disability Discrimination Act 1992
- Disability Standards for Education 2005

Definitions

Behaviour

The way in which a student acts in response to a particular situation or stimulus at school and/or in the community.

Cultural responsiveness

The ability to understand, interact and communicate effectively and sensitively with people from a cultural background that is different from one's own. It is characterised by respect for culture, on-going self-reflection, expansion of knowledge and commitment to improving practices and relationships, and is responsive to the diverse needs, backgrounds, experiences and knowledge of all students. In the Western Australian context, this is first and foremost for Aboriginal students.

Multi-Tiered Systems of Support

A Multi-Tiered System of Support holistically considers student needs and provides tiered and interconnected interventions, so students receive the appropriate level of support. This includes intensive support that is individualised and provided alongside effective case management for students with complex behaviour needs.

Parent

In relation to a child, means a person who at law has responsibility for the long-term care, welfare and development of the child; or the day-to-day, welfare and development of the child.

Positive Behaviour

A student's competence and capacity in their context of the school community's expectations and values to:

- establish and build positive connections with adults and peers
- develop empathy for others and understand relationships
- recognise and regulate their own emotions
- make responsible decisions
- work effectively with others
- cope with challenging situations constructively.

Reframing

Ability to see multiple perspectives and generate new insights for options in future actions.

Reflection

Ability to weave logical and rational thinking to make judgements that guide future actions.

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.

Student engagement

Student engagement is multi-dimensional and 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.

Whole school approach

A whole school approach involves addressing the needs of students, staff and other members of the school community through a collective and collaborative approach to improving student learning, behaviour and wellbeing, and the conditions that support these.

Possible Loss of Good Standing Notification

Dear Parents,

This is to inform you that _____ behaviour is placing their Good Standing at risk, as per our Good Standing Guidelines.

At Narrogin Primary School we believe learning is enhance in a welcoming, inclusive, collaborative, safe and caring environment. Good Standing emphasises the importance of taking responsibility for negative actions children may make and which may ultimately influence their safety and / or learning and the safety and/or learning of others. Good Standing supports and works in conjunction with our 2023 Behaviour Management Policy.

This has been triggered because of their behaviour.

Comments:

_____ has been spoken to about their behaviour and the consequences of their actions.

We place great value of our students maintaining their Good Standing and hope that this early notification will ensure not further action is required.

It is hoped that we can work together to resolve any issues so that your child gets the most out of their schooling.

Please feel free to discuss this further with me if you have any further queries.

Yours sincerely,

Deputy Principal

Student (signature)	
Read by: Parent (signature)	

Please sign and return this letter to administration within 24 hours.

Date

Student

Teacher

Loss of Good Standing Notification

Dear Parents,

This is to inform you that _____ has lost their Good Standing, as per our Good Standing Guidelines.

At Narrogin Primary School we believe learning is enhance in a welcoming, inclusive, collaborative, safe and caring environment. Good Standing emphasises the importance of taking responsibility for negative actions children may make and which may ultimately influence their safety and / or learning and the safety and/or learning of others. Good Standing supports and works in conjunction with our 2023 Behaviour Management Policy.

The loss of Good Standing has been triggered because of their behaviour.
Comments:

_____ has been spoken to about their behaviour and the consequences of their actions.

The loss of Good Standing will last for a minimum of 2 weeks (10 days) of which attendance is required for this period.

This is effective from _____ to _____.

During this time your child will **not be** permitted to attend any reward activities, or events. If they perform acceptably over this period, they may regain their Good Standing after the completion of the Reinstatement of Good Standing application. If these issues continue, they will need to continue to address identified areas of concern and have these reviewed.

Hopefully, together we can resolve these issues and move forward in a positive manner.

Yours sincerely,

Eloisa Goss
Principal

Student (signature)	
Read by: Parent (signature)	

Please sign and return this letter to administration within 24 hours.

Good Standing Restoration Plan

Restoration of Good Standing requires students to maintain positive behaviour for 10 school days, following the loss of Good Standing.

Student name:		Room:	
Teacher:		Date of loss of	
Date:		Good Standing:	

1. Describe what resulted in your Loss of Good Standing:

At the time I was thinking/feeling:

2. How have your actions impacted negatively on:
You and others

3. What goal or actions have you done to set things right?
How have you demonstrated our STARR values?

4. Why should you get your Good Standing back?

Good Standing Reinstated: Yes / No

Student signature:	Parent signature:
Principal signature:	Date:

Good Standing Restoration Chart

It is your responsibility to ask each teacher to sign at the end of each day to show that you have upheld the STARR value expectations of Narrogin Primary School.

Safety

Tolerance

Academic Excellence

Respect

Responsibility

Good Standing aims to provide acknowledgement that you are taking responsibility for the actions you make daily, which impact academically and socially on you and others.

	Day 1	Day 2	Day 3	Day 4	Day 5
Date					
Teacher Comment Signature					
Student Comment					

	Day 1	Day 2	Day 3	Day 4	Day 5
Date					
Teacher Comment Signature					
Student Comment					

Date: _____

Student: _____

Teacher: _____

