
OBERTHUR PRIMARY SCHOOL

An Independent Public
School



Every Student, Every Classroom, Every
Day, Inspiring Futures

Student Engagement and Behaviour Policy



Rationale

At Oberthur Primary School, we are dedicated to fostering a welcoming, safe, and supportive environment for our students, staff, families, and the wider community. We strive to empower both learners and educators to reach their full potential in a culture of high expectations, equity, inclusivity, and genuine care.

Our whole-school approach to behaviour aligns with the Department of Education's guidelines and is grounded in the principles of restorative practice, promoting respectful relationships and a positive school culture.

Intent

Oberthur Primary School's whole school approach to behaviour intends to:

- Foster a positive and inclusive atmosphere across the school and in every classroom, promoting collaboration and mutual understanding among teachers, students, and parents to ensure all students have the best opportunity to learn.
- Create an environment that recognises and respects the rights and responsibilities of every individual, while prioritising the safety and well-being of all staff, students, parents, and community members.
- Continue to uphold and embed the Oberthur Core Principles to safeguard individual rights and ensure the safety of all.

Core Principles

Our school's four Core Principles are:

- Opportunity
- Belonging
- Innovation
- Community

Our Core Principles are an integral part of the Oberthur culture. We strive to embody them in ourselves, in our interactions with others, and in the way we engage with the world. These principles provide a strong foundation for fostering social responsibility and a genuine sense of belonging.

We explicitly teach our four Core Principles to help students develop the skills needed to become confident, self-disciplined, and considerate members of the community. These principles underpin our expectations for behaviour and guide how we live and learn together.

Rights and Responsibilities

At Oberthur Primary School, we uphold clear rights and responsibilities for every member of our school community. We recognise that fostering a positive and respectful environment is a shared responsibility—one that involves staff, administrators, parents/carers, and extended family members. Together, we model, teach, encourage, and reinforce appropriate behaviour to support the wellbeing and growth of all students.

All students have the right to:

- A safe and supportive school community
- Be treated with respect, care, courtesy and fairness by all members of the school community
- Work, learn and play in a safe, positive environment, free from disruption, harassment, intimidation and bullying
- Be included and heard in discussions regarding children's behaviour concerns and participate in decision-making regarding addressing these concerns

All students have the responsibility to:

- Work and allow others to work without disruption
- Be honest and courteous to peers, staff and the wider community
- Behave in a way that protects and cares for the safety and well-being of others
- To be respectful of the rights of others including the right to learn in a safe, nurturing environment
- Understand and accept the consequences of their choices and actions

All staff have the right to:

- Be happy and safe at school
- Teach in a purposeful and non-disruptive environment
- Be treated with kindness, respect and dignity
- Co-operation and support from parents and the wider school community

All staff have the responsibility to:

- Explicitly teach and model the Oberthur Core Principles
- Teach students based on their individual needs, enabling them to make progress and achieve success
- Document on Compass any breaches of the Student Engagement and Behaviour Policy and keep admin and parents informed of any current issues or concerns
- Provide a positive, caring and safe learning environment
- Promote a positive school culture
- Have open and honest communication with students, families, and colleagues in a timely manner

What is Behaviour?

Any conduct or action which is considered challenging, complex or unsafe towards other students, teachers, and/or the student themselves and/or the student's environment and requires more persistent or intensive responses.

Challenging behaviours occur when the demands being placed on a child exceed the skills they have to respond adaptively to those demands.

Understand Behavior and Students with Disability

Under the Disability Discrimination Act 1992, it is recognised that a person with a disability may display disruptive behaviours characteristic of the person's disability e.g. a student with Tourette's that has a verbal tic, should not be given a consequence for calling out.

If a student is in breach of the classroom or school's Code of Behaviour, they shall not be treated in a way that is different from any other students, based on their disability.

Aggression versus Dysregulation

Aggressive behaviour is when a student acts in a way that is meant to hurt, scare, or upset another person. This can happen through actions, words, or by damaging property. Aggressive behaviour is not okay and can make others feel unsafe or unhappy at school.

Examples include:

- Hitting, kicking, pushing, or hurting others
- Yelling, threatening, or using mean language
- Throwing objects or damaging things on purpose
- Refusing to follow adult instructions in a way that creates danger or disruption

Aggression is different from simply feeling upset or overwhelmed. **Aggressive behaviour requires more than a return to calm, it requires meaningful reflection, real consequences, and opportunities for repair.**

Dysregulation is the difficulty in managing and controlling emotions or physiological processes, which can result in reactions that are at times excessive, inappropriate for the context or over-whelming.

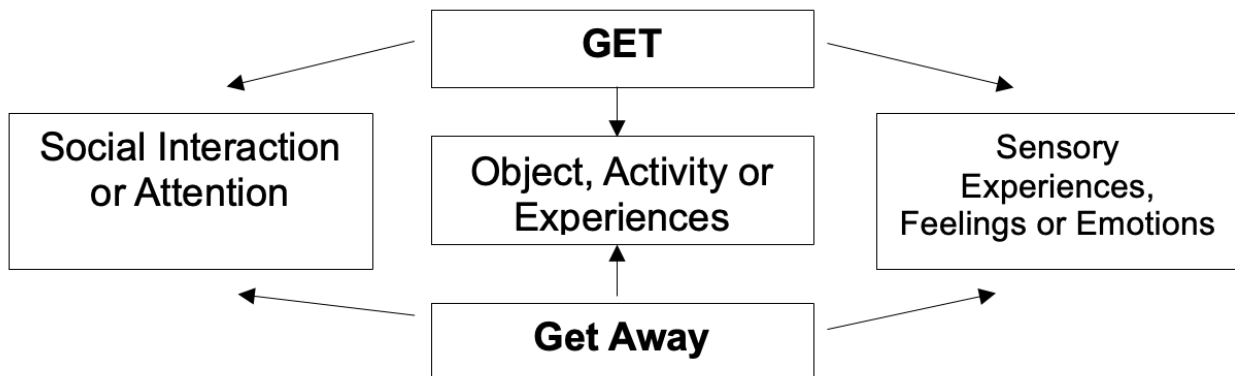
Examples include:

- Sudden, intense outbursts of emotion
- Crying uncontrollably over minor frustrations
- Inability to calm down after being upset
- Over-reaction to criticism or rejection (e.g. feeling devastated by mild feedback)
- Switching rapidly between emotional states (e.g. happy to inconsolable in seconds)

The Function of Behaviour

Understanding the function that the behaviour has for the student needs to be considered when determining interventions and developing the collaborative documented plan to respond to and address the needs of individual students.

The following needs to be considered when determining the interventions and teaching alternative behaviours.



Restorative Approaches:

Restorative approaches are a mindset and method of interaction that place relationships at the heart of all actions and decisions. These approaches aim to empower students by helping them learn from their mistakes, understand the impact of their behaviour on others, and develop the skills needed to problem-solve and make responsible choices. The focus is on building, maintaining and restoring positive relationships.

Restorative approaches are:

- Empathetic
- Responsive to need
- View conflicts as an opportunity to learn and grow
- Build accountability for actions and processes to repair harm

Restorative conversations offer a safe and supportive space for students to reflect on their actions, repair harm, and return to the group with strengthened relationships. Through these conversations, teachers guide students toward a resolution that is fair, aligns with the school's Core Principles, and includes restitution that is logically connected to the original behavior.

The Restorative Scaffold

The following scaffold is used to support students to reflect on their actions and to work towards an agreed resolution:

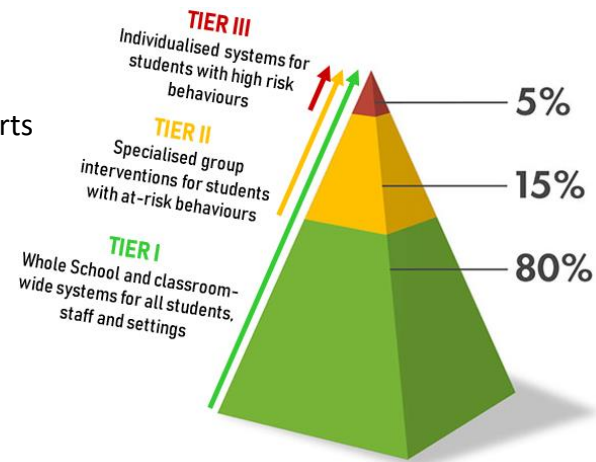
- **Tell the story**
 - What happened?
 - What did you want? (identify the need)
 - Did what you do work for you? (behaviour)
 - What could you try next time that would work for you? (replacement behaviour)
 - Who could help you with that? (support)
- **Explore the harm**
 - Who has been affected by this behaviour? In what ways?
- **Repair the harm**
 - Are you willing to solve the problem with _____?
 - What could you do to fix the problem with _____?

- **Reach an agreement**
 - What do you need to do from now on?
 - Are you willing to fix the problem with _____?
- **Follow-up/monitoring**
 - When would be a good time to check in with you to see that you have fixed the problem with _____ and you are doing what we agreed?
 - How are you feeling now?

Multi-tiered Approach

A multi-tiered System of Support (MTSS) is a framework that supports schools to:

- Consider student needs holistically
- Use data to identify wellbeing, engagement and achievement needs
- Provided interconnected interventions in response to these needs



At Oberthur, our approach to behaviour is based on a three-tiered Response to Intervention (RTI) model. The tiers are as follows:

- **Tier 1 (Universal) – Whole school approaches – Targets needs of 80% of students**

Represents the practices and systems that are consistent across the school. Approaches at this tier are proactive and preventative and targeted to all students and settings.

Tier 1 interventions promote positive behaviours for all students and maintain safe, respectful learning environments. These interventions are preventative and align with whole school systems and practices. All students engage in Personal and Social Behaviour capabilities as outlined in the Western Australian curriculum.

- **Tier 2 (Targeted) – Short term interventions for at risks students – Targets needs of 15% of students**

Represents the behavioural responses and systems for students at risk. The approach at this tier is more targeted, focusing on proactive rapid short term response in a regular small group setting.

Tier 2 interventions support students who are not responding to Tier 1 whole school approaches and are displaying low-level behaviours or emerging behaviours of concern that need to be addressed.

- **Tier 3 (Intensive) – Individualised intensive interventions – Targets needs of 5% of students**

Represents those students who are not responding to Tier 1 or Tier 2 approaches. The approach at this tier is focused on individualised support.

Tier 3 interventions include the development of individualised behaviour plans or escalation profiles, case management of students with complex behaviour support needs, referrals to external services, regular case conferences or SSEN:D or SSEN:BE.

Bullying

Bullying is the repeated and intentional misuse of power in relationships, through physical and/or social behaviour, aimed at causing physical, social, or psychological harm. It can involve an individual or a group exerting power over one or more people who feel unable to stop it. Bullying, in any form and for any reason, can have immediate, medium-term, and long-lasting effects on everyone involved — including bystanders.

Bullying behaviours can be direct, indirect, overt or covert.

Bullying has three main features:

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

What bullying behaviour may look like:

- **Verbal bullying:** The repeated use of words to hurt, humiliate, or intimidate an individual or group. This includes name-calling, put-downs, insulting someone's appearance or behaviour, spreading rumours, and making homophobic, racist, or sexist remarks.
- **Social bullying:** The repeated and intentional exclusion or manipulation of others to cause harm. This may involve ignoring someone, excluding them from conversations or activities, convincing others to dislike or isolate them, spreading rumours, or sharing harmful information or images.
- **Physical bullying:** The repeated use of physical force to cause harm. This includes hitting, punching, pushing, biting, shoving, pulling, unwanted touching, and damaging or stealing someone's belongings.
- **Cyberbullying:** The repeated use of digital technologies to harass, intimidate, or harm an individual or group. Examples include sending hurtful texts or emails, sharing harmful images or videos, impersonating others online, excluding people from online groups, spreading online gossip, or posting humiliating content.

Signs of bullying:

Children who are being bullied are sometimes reluctant to talk to parents, carers, or teachers, often fearing that speaking up might make the situation worse.

The following may be signs that a child is being bullied. You may notice that a child:

- Does not want to go to school or participate in school activities
- Is scared to walk to school
- Changes their methods or route to school
- Does not do as well as usual in assignments
- Changes their sleep patterns
- Changes their eating patterns
- Has frequent tears, anger or mood swings
- Takes money from home
- Has unexplained bruised, cuts or scratches
- Arrives home hungry

If a child is being bullied online, they may also exhibit other signs. These may include:

- Being hesitant to go online
- Seeming nervous when an instant message, text or email appears
- Being visibly upset after using the computer, tablet or phone
- Suddenly avoiding the device
- Closing the screen, or hiding the device when others enter the room
- Receiving suspicious phone calls, emails or packages

What is not bullying?

There are also behaviours that, while unpleasant or distressing, do not meet the definition of bullying. These may include:

- Single incidents of conflict or disagreement
- Rude or disrespectful comments said once, without intent to cause ongoing harm
- Accidental physical contact or minor teasing
- Excluding someone unintentionally or due to changing friendships
- A one-time joke that may have been poorly received but wasn't meant to hurt

Zones of Regulation

At Oberthur PS, we use the Zones of Regulation framework to help students make positive choices.

This approach offers an easy way for students to identify how they feel internally by categorising emotions into four coloured zones. All four zones are a normal part of life and help students understand and manage their emotions.

The Zones of Regulation support the development of self-regulation by helping children recognise their feelings and levels of alertness. Through this understanding, students learn to identify which zone they are in and how to respond appropriately.

A well-regulated child can recognise their emotions and shift into the appropriate zone for different situations. The Zones of Regulation are explicitly taught throughout the year.

Zones of regulation teaches children to:

- Identify their feelings
- Be aware of what zone they are in
- Start to use the tools to be in the appropriate zone for the situation



Good Standing

Good standing is a status all students are granted at the start of each school year. Students with Good Standing are eligible to participate in extra-curricular activities including:

- Whole-school events
- Incursions and excursions
- Class rewards
- Year 6 Camp
- Year 5/6 China Tour
- Inter-school sporting events

The process embedded within Good Standing requirements are underpinned by the following key principles of restorative practice:

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

Maintaining Good Standing

All students start with Good Standing, which recognises and rewards efforts of individual students who consistently embrace the values of Opportunity, Belonging, Innovation and Community. This is maintained by:

- Following our school's behaviour expectations as outlined in the Whole School Approach to Behaviour Policy
- Displaying behaviours that align with our school values
- Embracing the Oberthur Primary Uniform Policy with enthusiasm and pride when representing our school
- Following the school's Online Usage and Mobile Phones in Schools policies

Loss of Good Standing

A student may lose their Good Standing status following consultation between school administration and the classroom teacher, in response to a breach, or repeated breaches, of the school's behaviour expectations. This includes, but is not limited to, the examples listed above.

Students will automatically lose Good Standing if they are suspended.

When a student loses their Good Standing, they will be ineligible to participate in significant extra-curricular school events. The duration of this loss will be determined by the school administration, considering the timing of the incident and the student's individual circumstances.

All students, staff, parents and guardians are kept fully informed of the actions and incidents leading to the loss of Good Standing. All behaviour reflection sheets are recorded and filed in the office. The Loss of Good Standing is recorded on Compass.

All relevant stakeholders must be informed of the loss of Good Standing. This includes:

- Classroom teachers
- SNEAS and EAs working with the student or class
- Specialist teachers
- Administration
- Parents/Guardians

When a student loses Good Standing, the following process is followed:

- A meeting with the student, parents and Principal/Associate Principal will be conducted to agree on targets required to reinstate Good Standing. This is recorded on the Loss of Good Standing Form
- The day before their Good Standing is to be reinstated, the Principal/Associate is to review the goals and sign off on the student having their Good Standing reinstated
- Parents are informed via email or phone call if the student has achieved their goals and will have their Good Standing reinstated
- If they have not achieved their goals, another meeting between the student, parents and Principal/Associate is to be arranged

Regaining Good Standing supports students to:

- Repair and rebuild relationships
- Reflect on their actions and consider the perspective of others
- Reduce the occurrence of the behaviours of concern
- Follow a clear and achievable pathway to regain Good Standing

Suspension

Suspension is a more severe form of disciplinary action where a student is temporarily removed from school for a certain period due to a serious breach of the Student Engagement and Behaviour Policy.

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

- Adversely affected or threatened the safety of anyone on the school site, or stops a student from taking part in an educational program (abuse, threats, harassment or intimidation of staff and/or student)
- Caused, or a likely to cause, damage to property
- Disrupted the educational instruction of other students

Principals must apply **AUTOMATIC** suspensions and loss of Good Standing to any student who:

- Attacks or is physically aggressive or initiates a fight with another student
- Attacks or is physically aggressive towards a staff member
- Records, publishes or uploads to social media a video of fighting or bullying involving students at a public school

Where the Principal, or delegate, determines the incident to be a breach of the Student Engagement and Behaviour Policy, the maximum period of suspension is five days. Where the Principal or delegate determines the incident to be in serious breach of the Student Engagement and Behaviour Policy, the maximum period of suspension is 10 days. The Principal/Associate will undertake a re-entry meeting with the student and parents prior to the end of the suspension period.