



# Whyalla Town Primary School

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ABN 36 440 906 946

Excellence - Respect - Integrity - Accountability



Government  
of South Australia  
Department of Education  
and Children's Services

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## Positive Behaviour Policy

### Whyalla Town Primary School

#### Purpose

The purpose of this policy is to ensure that all Whyalla Town Primary School students, staff and members of the community understand:

- We are dedicated to establishing a secure and welcoming learning environment in which our students have access to a quality education, allowing them to flourish, succeed, and feel a sense of belonging.
- We uphold high expectations for positive student behaviour and how the school, together with families, guardians and carers, can support students in achieving this.
- How we support students to make informed choices around their behaviour and empower them to cultivate autonomy, voice, and ownership in their learning experiences.

The objective of this policy is to support our school to create and maintain a safe and inclusive learning community consistent with our school's vision and values.

#### Expectations for Positive Behaviour

At Whyalla Town Primary School we believe all students:

- Are responsible and accountable for their own behaviour.
- Behave in socially acceptable ways that reflect our school values.
- Are considerate and respectful towards other people and their property.
- Build positive relationships with peers, staff and the wider school community.
- Demonstrate behaviours where diversity is respected and valued.
- Engage in learning with effort, growth mindset and stamina to reach success within their own capabilities.

At Whyalla Town Primary School we believe all staff:

- Have a responsibility to establish and maintain a positive, safe, supportive and inclusive learning environment where all children can flourish and achieve.
- Will negotiate equitable classroom rules with students under the agreed categories: Movement, Learning, Treatment, Communication, Problem Solving and Safety.
- Will utilise trauma informed practices (See attached, Trauma Responsive Framework) to support positive behaviour.

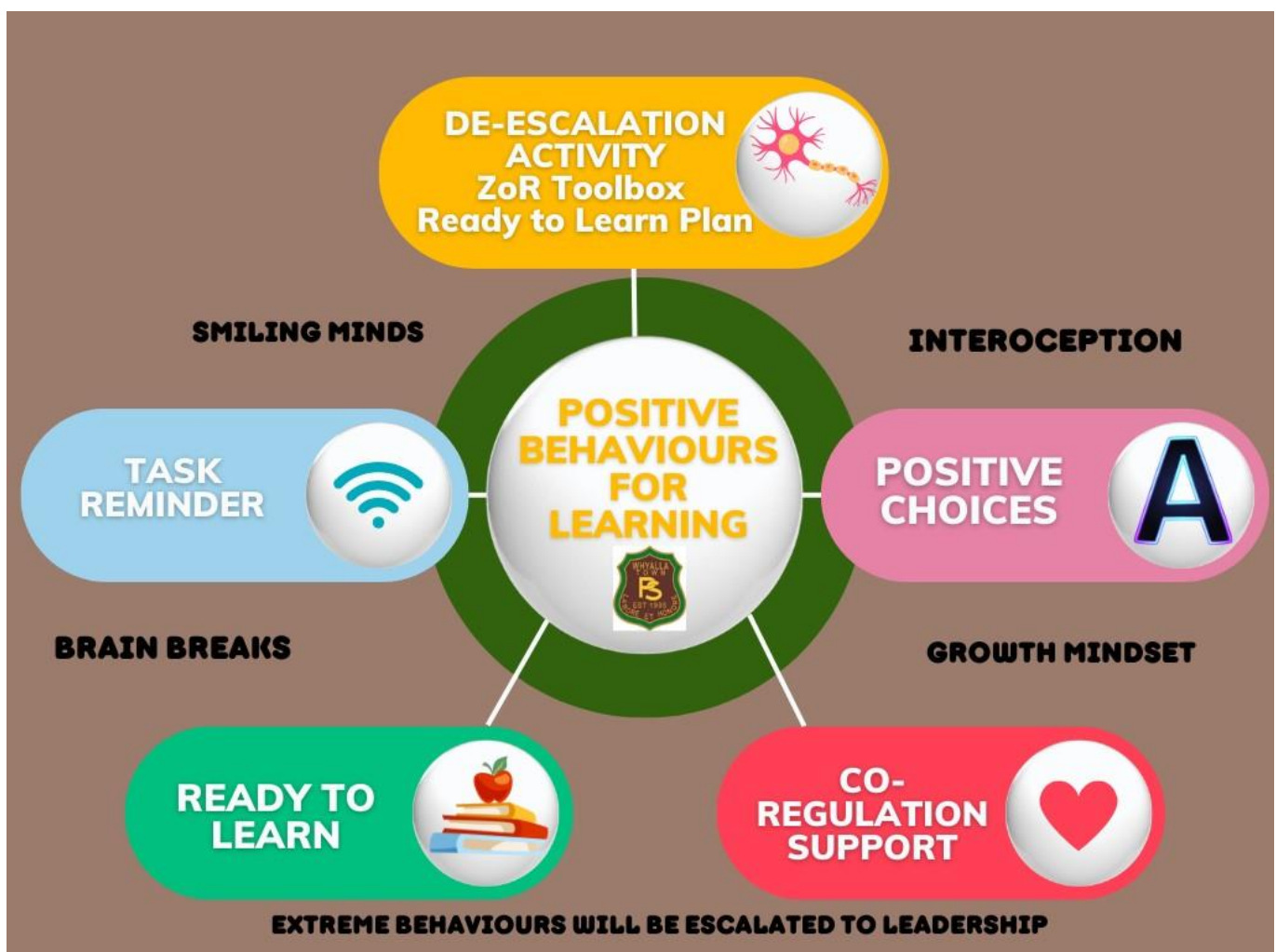
- Will implement Berry Street Education Model (BSEM) strategies which include, unconditional positive regard, high expectations and attuned, responsive and safe relationships.
- Will support students to co-regulate and build self-regulation strategies, using the Zones of Regulation.

## Implementation

Providing direct instruction on and about positive behaviour and its application in a variety of situations can be used to develop clear, appropriate and consistent expectations and consequences. Parents have a responsibility to support the school in maintaining a positive school environment and abide by the good will of the schools positive behaviour policy.

## Positive Behaviours for Learning Flowchart

The school will adapt a new language for communicating behavioural needs. The Positive Behaviours for Learning Flowchart (see below) will be displayed in all classrooms to engage teachers and students in a language shift that aligns more closely with Berry Street and Zones of Regulation principles. ***This is not a step chart that students move up and down on, it is strictly providing a visual for teachers and students to understand options for managing their behaviour and emotions.***



## Rewards and Recognition for Positive Behaviour

Teachers will continuously look for and encourage positive behaviours and achievements. Whenever possible, students should be rewarded for keeping to the agreed school behaviours. This may be in the form of positive acknowledgement, praise or principal awards.

The school will adopt a whole school house points system that will be used to track positive behaviour across the school. Points can be allocated (10, 25 or 50 points) to students who demonstrate our school values, program achieves keys e.g. persistence, getting along etc. or, who show initiative to make positive choices both in the classroom and in the yard. Tokens will be available in teacher's duty bags and can be given to students in the yard who display behaviours that warrant house points. Teachers will have access to an online 'House Points' tracker called 'House Bytes' that will be used to track their class behaviour while also positively contributing points to their House team. This system will also provide an opportunity for the school to collaborate more often through 'House Days' which include Sports Day and special events/days throughout the year. House captains will have increased responsibilities throughout the year and will take lead on some of these 'House Days'. At each assembly, a member of Leadership will provide a certificate to the class that accumulates the most house points for that week and each term a reward day will be held for the House Team with the most points.

## Supportive Interventions and Consequences

### Consistent and Predictable Routines

**Visual Timetable:** A clear and visual timetable outlining the day is a necessity in all classrooms. Teachers are encouraged to talk through each day and discuss any changes with students to ensure a consistent and predictable routine. If/when changes are made teachers will communicate this with students to ensure students are aware of change in routine.

**Morning Circle:** The Berry Street Education Model, Morning Circle is a **daily** practice where students and teachers gather in a circle to start the day. It provides a safe space for sharing thoughts and feelings, fostering a sense of belonging and emotional connection among students. This practice promotes social-emotional learning, communication skills, and builds a positive classroom community. We aim to address students' emotional needs and create a supportive environment, Morning Circle helps improve overall well-being and readiness for learning. The structure of morning circle is as follows:

1. Roll Call (online) and form a circle
2. Greeting - All students are greeted by name by at least the person either side of them.
3. Discuss Values - It is important to connect students to 3 values every day. It helps students to feel connected to the school and fosters a sense of belonging.
4. Expectations - The teacher should share the key expectations for positive behaviour for the day. Explore what these expectations look like and sound like. Also, discuss daily timetable.
5. Announcements - This is an opportunity for the teacher to share any class news or announcements. Acknowledging birthdays, accomplishments or letting students know of upcoming events. This is also an opportunity to share important facts from history that may have occurred on this day.
6. Positive Primer - Positive primers are activities that prime students' brains for engaged, creative and flexible thinking. Starting the school day with a positive primer invests in student connection, collaboration and enjoyment.
7. Interoception - Complete an Interoception activity (available in 'o' drive or, ask Julie Dunn if you need some ideas)

**Wellbeing Care Group:** Every morning each classroom runs a Care Group between 8:50-9:15 that aims to teach students about concepts from Berry Street, Zones of Regulation, Growth Mindset, and Executive Functions. It is an expectation that all class teachers conduct the activities and lessons as per the schedule provided in Week Zero. Photocopy masters, lesson plans and some resources are provided to you, however, it is imperative that you read and prepare the lesson and resource prior to teaching it.

### Ready to Learn Plans and Ready to Learn Scale Table Visual

In Week 1, Term 1 students from years 1-6 will develop a Berry Street Ready to Learn Plan (*Receptions will use the Ready to Learn Scales*). A Ready to Learn Plan is a prearranged agreement between student and teacher to provide a student with de-escalating and self-regulating strategies. These strategies are designed to be used repeatedly until they become an automatic student response. If co-regulation is required, teachers can refer students to their Ready to Learn plans as a preventative measure to return to the 'Ready to Learn' zone. If preventative measures are not successful in assisting the student to get back into the 'Ready to Learn' zone, leadership can be called to support in co-regulation. To support students in communicating what zone they may be in a visual Ready to Learn Scale will be placed on all student's desk. Preprepared copies of Ready to Learn scales will be provided to teachers.

### Multi-tiered continuum of support

Teachers will follow the continuum of support and be guided by the departmental behaviour codes that have been aligned under 3 headings: Low, Moderate and High level behaviours. Actions for teachers and leaders have been listed below under the same headings, detailing expected processes to be followed to address behaviour.

Low Level Behaviours (Actions for Teachers)	Moderate Level Behaviours (Actions for Middle Leaders)	High Level Behaviours (Actions for Principal)
<p><i>*Maintain unconditional positive regard*</i></p> <p><b>Do you know what need is being unmet?</b> Is the learning task appropriate for their level? Can you modify the task to meet their need? Is the student the only one off task, or is it more than one? Do you know of anything that led up to the change in behaviour? Is there an action you can take to de-escalate the behaviour?</p> <p><b>Task Reminder</b> Quiet conversation with student reminding them of classroom rules and expectations of completing the task.</p> <p><b>De-Escalation Activity</b> If behaviour persists after task reminder provide student with a de-escalation activity. This may include: - Brain Break - Sensory Toy/Fidget Break (ZOR/Ready to Learn Plan) - Interoception Activity (individual or whole class) - Take 5 outside (in view of teacher) - 5 minute quiet activity of student choice <i>**If behaviour persists beyond this call for leader support**</i></p> <p><b>When a student is sent for Co-Regulation support teachers will send the "Parent Notification Message" through remind (or phone call if not on remind).</b></p> <p><b>Extreme behaviours to be escalated to Leadership.</b> <i>This includes:</i> - Offensive language - Threatening the safety of others - Physical violence - Dysregulated disruptive behaviours (flipped their lid)</p>	<p><b>Middle Leaders will:</b></p> <ul style="list-style-type: none"> <li>- De-escalate student behaviour (co-regulation)</li> <li>- Converse with students around regulation, behaviour and support them in using their ZOR toolbox or Ready to Learn Plan.</li> <li>- Implement appropriate consequences (Reflections, behaviour plans etc.)</li> <li>- Release teachers for restorative conversations (recess/lunch eating time or end of day)</li> <li>- Document co-regulation support and remind teachers to send parent notification message through the Remind App.</li> <li>- Communicate with parents around when recognisable, persistent patterns of behaviour emerge from data.</li> <li>- Communicate with parents when students engage in extreme behaviours.</li> </ul>	<p><b>At principal discretion:</b></p> <ul style="list-style-type: none"> <li>- Take home, internal suspension, suspension and exclusion.</li> </ul>

**Parent Notification Remind Message** - Today, your child was sent for co-regulation support with a member of leadership. During my lesson, \_\_\_\_\_ (detail behaviours exhibited). If you have any further questions or concerns, please feel free to contact me to discuss this. Thank you.

### Yard Behaviour

In order to foster a safe play environment for all, a visual poster outlining yard behaviours and expectations will be displayed throughout the school, facing into the yard from classroom windows. This will help to create a consistent and cohesive approach for all students and staff.

When staff members deal with issues in the yard they discuss our school values, use the language of A and B choices, clearly identify the inappropriate behaviour and assess each behaviour with a logical consequence. Inappropriate behaviour can be responded to with; Logical Consequence (apology, placing rubbish in the bin), a 5 minute re-set in the yard (in designated areas) or, re-set time in the office for high level behaviours.

A Supported Play Roster may need to be implemented for repeated behaviours in the yard order to help them focus on positive interactions with others. Students on a Supported Play Roster will be expected to play in a specific area and spend their time in this part of the school for the whole play period.

### Restorative Conversations

A restorative conversation is a dialogue aimed at resolving conflicts, fostering empathy, and repairing relationships. It is vital for both students and staff to engage in these conversations, as it allows them to reflect upon their actions, understand the impact on others, and create a positive and respectful school environment.

Restorative conversations will occur between all effected parties as soon as possible after co-regulation support from leadership was required.

Restorative dialogue may include:

- How are you feeling about what happened?
- Can you tell me what you were thinking/feeling at that moment?
- How do you think your actions affected the others involved?
- What could you/or I have done differently in that situation?
- What do you think the person you hurt might be feeling right now?
- Is there anything you'd like to say to them?
- How can we make things right and move forward?

Comments:

- I want to understand what happened from your perspective.
- It's important to listen and understand how others feel.
- We all make mistakes, but we can learn from them.
- Apologizing helps mend relationships.
- Let's work together to find a solution that's fair for everyone.
- Remember, we're here to support your growth and learning.

## Consequences and Reset

In the case of students displaying recognizable, persistent patterns of behaviour/dysregulation or escalated moderate/high level behaviours both in learning and play time, they may receive a consequence for their behaviour. This may come in the form of a reset (timeout) during a play time and/or removal of privileges (sports carnivals, school events etc.). This time will be spent having a restorative conversation with a teacher or leader and reading information from the Reset Resources relating to their behaviour or incident that has occurred. Parents will be notified of behavioural incidents and consequences by a member of the Leadership Team. A Supported Behaviour Plan may need to be implemented for repeated behaviours in order to support students in helping them to make positive choices and increase learning engagement.



# SUPPORTING DEVELOPMENTAL TRAUMA RESPONSIVE PRACTICE



## WHAT IS DEVELOPMENTAL TRAUMA?

According to the Australian Childhood Foundation, Developmental trauma is multiple, relationally based, overwhelming experiences of threat that occur during infancy, childhood and/or adolescence. These experiences are dis-integrative, isolating and influence the neurobiological development of the child or young person toward survival responses.

## KEY MESSAGES OF NEUROBIOLOGY

The brain develops sequentially and is organised from the bottom up, it is connected to the body and all parts of the brain are interconnected. Childhood is considered to be the most critical period of brain development and it develops most rapidly early in life. Neurons and neural systems are designed to develop and change in a use-dependent function, a newborn brain has approx. 100 billion neurons. Neuroplasticity is the ability for our brain to shift and grown throughout life with early childhood being the 'most plastic'. The brain is most vulnerable to harm in early childhood, and some systems are able to be re-wired easier than others however, according to neurobiology core concepts, the young brain also has the greatest potential for healing. Connection to others as early as in utero and having a secure relationship with a primary carer is when the brain develops best. We form connections with others in order to survive. The bridge between the corpus callosum needs to be thick and tight. Trauma can impact this bridge and leave it thin.

## KEY MESSAGES OF TRAUMA

Trauma overwhelms our capacity to cope. It is a response to a perceived threat. Children are tuned to scan their environments for threat and cannot apply the Vagal Brake. Trauma changes our brain architecture. Following trauma the amygdala shows two patterns of responses: underactive - allows the child to live in an environment without perceiving threat regardless of its danger. Overactive - fear response when no threat is detected in the environment. Traumatic memories are often experienced as timeless, not remembered as a story but sensory imprints of images, sounds and sensations. Trauma has the ability to reduce hippocampal volume up to 25%. Trauma is stored in the body. The body essentially hijacks the brain. We need to understand the trauma in order to help heal the trauma inside the body.

\*When a young person is dysregulated, this is not the time for teaching but a time for co-regulation\*

## IMPACT OF DEVELOPMENTAL TRAUMA ON CHILDREN AND YOUNG PEOPLE

For optimal health and growth our nervous system expects features of safety to be present. When a young person has experienced Developmental Trauma our psychological and behavioural states can be compromised. Large amounts of cortisol is released and creates long term toxicity to the developing brain when exposed to developmental trauma. The body needs oxytocin and dopamine to help regulate the cortisol response. Because the brain develops hierarchically, trauma switches off the cortex and makes it difficult to access higher order thinking, (Executive Functions). Trauma impacts on the ability to retain attention, concentrate, and many children are constantly operating outside of their window of tolerance. Trauma evokes a physiological and psychological set of responses that we are not consciously aware of. These are all tools the body and brain employ to deal with threat. Trauma overwhelms the capacity to cope as the trauma is stored in the body and responses can appear to be irrational reducing the capacity to achieve adaptive self-regulatory states. Changes to the connectivity between brain structures occurs as an impact of Developmental Trauma affecting language, hippocampal volume, sensory stimuli, size of prefrontal cortex, heightened amygdala, left and right brain connection.

## CULTURAL AND FAMILY RESOURCES

Culture provides a sense of identity and connection to the past through stories that talk about adversity, strength and resilience they have overcome. Stories help connect the child to where they come from and help to create strength and identity.

Culture offers a sense of safety and co-regulation through a shared language within the culture. Safety is experienced in and between people and relationships which heal, are trustworthy and enduring, they interpret and re-interpret identity.

Culture builds belonging and connectedness through shared experiences with traditions, food, celebrations and rituals to help hold the narrative. Working with mentors can also help build and repair a fragmented story.

## HOW CAN WE HELP MAKE A DIFFERENCE?

By adopting a trauma-informed approach we acknowledge that all children and young people need - warm, attuned, responsive and safe relationships, an understanding of the child or young person's developmental abilities and needs, clear and consistent boundaries, routines and limits, consequences and a commitment to the safety of everyone. Key to a trauma-informed approach is an understanding of the developmental impacts of past experiences of abuse, violence and neglect on the child or young person.



# Whyalla Town Primary School Trauma Responsive Framework

**EXCELLENCE – RESPECT – INTEGRITY - ACCOUNTABILITY**

## AT WHYALLA TOWN PRIMARY SCHOOL WE

### **BELIEVE:**

All children have the right to feel safe and learn in an environment free of discrimination.

All children have the right to an education and each child's personality and talents are developed to their fullest.

All children have the right to relax, play and join in a wide range of activities provided during the school day.

believe

## OUR CHILD CENTRED APPROACH

At WTPS we will increase children's awareness of their rights through our implementation of the Child Protection Curriculum.

All students will have access to the United Nations Rights of the Child.

All learning tasks and assessments will be differentiated to meet the needs of our student's diverse learning needs and their current cognitive ability.

We will listen to and prioritise the voice of all children and work to meet or advocate for their best interest.



## RECOVERY GOALS ADOPTED AT WTPS

All children and young people at WTPS will have access to:

An environment that creates and fosters an emotional and physical sense of safety with supportive carers who can support the child or young person to listen to their bodily responses and provide support to manage such responses.

Respectful relationships that help make meaning of experiences and honour the child or young person's voice. Children heal through relationships.

Build emotional and wellbeing literacy.

Implementation of the Child Protection Curriculum across all school terms.

Co-regulation through trusting relationships that are supportive. Modelled self-regulation and co-regulation to support the child or young person when frightened, scared, and worried as well as providing an emotional label.

Therapeutic environments that allow children to process their trauma in their own unique way and time. We will help and support children to make sense of their experiences with nurturing care and empathy as this will offer a sense of safety and stability.

## CHILD AND YOUNG PEOPLE PARTICIPATION

We will uphold the rights of the child to participate in decisions that affect them. Whenever possible, the child or young person will be present during meetings regarding their participation and involvement of school activities.



## RELATIONSHIP BASED PRACTICES AT WTPS

*Every little thing you do will make a big difference in the lives of our students. (ACF2022)*

All classrooms will create a sense of safety, belonging, calm, and inclusion. They will provide calm corners for break out, engage in Interception daily, provide a range of sensory, calming activities/supports, utilise brain breaks and be free of discrimination.

Students will participate in morning circle where a consistent predictable structure will occur.

All students F-6 will participate in care-group where they will be continually exposed to repetitive positive relational experiences where we will continue to build relationship templates.

All students will be greeted by their name on entry to a classroom and when speaking with them out in the yard.

Student voice will be authentic across the school through class meetings and SRC. All students will have access to our school grievance procedures.

Differentiated instruction and learning tasks will be evident by providing diverse opportunities for children/young people to engage in meaningful learning.

Culturally responsive teaching that goes beyond one-off tokenistic lessons and embeds cultural experiences and backgrounds of our learners.

Restorative Practice that is inclusive and respectful of diverse views.

We will be honest, trusting, confidential, mindful, attuned, accepting, visible, present, empathetic, vulnerable, show unconditional positive regard, value difference, monitor, notice, listen deeply, care, offer positive re-enforcement and validate our students when they are in our care.

We will support our students to co-regulate and be aware of our own posture, language, and prosody.

We will be the adult in the room and be in tune with ourselves.

*Our students need to be accompanied in their experiences and in their journey towards healing. (ACF2022)*





## Routines and expectations for sensory tools

How we can build routines to support the appropriate and effective use of fidget or sensory tools in the classroom.



Sensory tools can help some students to develop the body-up regulation required to allow them to engage in their learning successfully.

The first step to successfully implementing fidgets in your classroom is to take the time to educate your students on their sensory systems and their sensory needs. For example, some of your students may not be aware that they are flicking their pen or jiggling their legs. We can help students to understand that this somatosensory (conscious perception of touch, pressure, pain, temperature, position, movement, and vibration), self-soothing assists them to stay in the game and focus. It is also helpful to allow students to investigate their own unique sensory preferences by having an opportunity to explore the available sensory tools and reflect on whether they like the texture or feel of specific tools. Did the tool help support their learning, or was it more of a distraction?

Of course, when introducing and using sensory tools in the classroom, the most crucial element is to start by teaching that these are learning tools rather than toys, and to reiterate this regularly, just as you would with any classroom procedure. Are these tools freely available or are they a strategy on your students' Ready to Learn Plans?

Start by setting up and teaching your rules and fair consequences. Students should understand that if they do not follow the rules and use these tools appropriately, they will need to select another tool. We do not want to deny any student the opportunity to select their own regulation strategy. Regardless of which rules you select, you should explicitly teach these rules to students and consider a one-on-one or small group lesson for students using the tools regularly (ZoR will support this).

All students thrive in enriched environments with consistent, predictable adults facilitating consistent, predictable routines. Setting clear classroom expectations and building them into your day-to-day routines is one of the most powerful ways to create and maintain positive classroom environments, and to allow all students to feel safe, secure and successful in their learning.

## Communication and review

- Consultation has occurred with:
- Students through meeting with student leaders (SRC) to discuss and seek feedback on the policy
- The broader community by invitation for feedback published in our school newsletter and with consultation with parent members of our Governing Council.
- Staff through email and consultation to seek feedback on the policy.
- The policy is accessible via the school website ([School Policies & Procedures - WTPS \(whytownps.sa.edu.au\)](http://SchoolPolicies&Procedures-WTPS(whytownps.sa.edu.au))).
- If at any point you would like another copy of the Positive Behaviour Policy please see the front office.
- This policy is reviewed on a 3 year review cycle.
- **This policy was last ratified by Governing Council in 2024**

## Questions, concerns and further information

This policy has been implemented by the school in line with the Department for Education's Behaviour management Policy. You can find more information about this policy and links to further resources for parents on the department's website: [Helping children learn in the primary years \(education.sa.gov.au\)](http://Helpingchildrenlearnintheprioryears(education.sa.gov.au))

If you have any questions or concerns about the department's policy, you can contact the department at:

**Email:** [education.customers@sa.gov.au](mailto:education.customers@sa.gov.au) or submit an online feedback form.

**Phone:** 1800 088158

Please contact the school directly to discuss the possibility of an exemption if your child has exceptional circumstances as outlined in this policy.