



Positive Behaviour Policy

POLICY STATEMENT

The Mount Claremont Primary School, Positive Behaviour Policy and Guidelines is developed from the Department of Education, Student Behaviour in Public Schools Policy and Procedures (version 3.0).

Creating safe, orderly, inclusive, supportive and culturally responsive environments that enable students to fulfil their learning potential is a responsibility shared by all members of the public schooling system and each school community.

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

Mount Claremont Primary School has the belief that students and staff have the right to learn and work in a safe learning environment. There is a shared responsibility to create a supportive learning environment through managing positive student behaviour and clear expectations.

PURPOSE

To develop a whole school understanding of expected student behaviours through explicit and clear instructions that is shared by all. This will be easily understood and accepted by all students, teachers and the school community. It is our intention that this will develop a school culture which is positive and consistent, and based on a common language.

OUR MOTTO

We Care

OUR MISSION

To engage the school community to create a sense of belonging.

OUR VISION

To foster an inclusive school community which inspires high quality education.

OUR VALUES

Excellence

We do our best

Integrity

We are fair

Respect

We are respectful

Resilience

We are resilient

CODE OF CONDUCT

We expect everyone to have a positive approach to learning and at the same time encourage others with their learning. We will provide a safe, caring and inclusive environment that will develop self-disciplined students who are able to interact in the school environment. We expect everyone to be responsible for their actions and respect the rights of others.

In order to achieve this, we have:

- Established a set of expectations that links to the school values, Excellence, Respect, Integrity and Resilience.
- Established a Behaviour Support Flowchart.
- Developed incentives and consequences for individuals to encourage them to recognise and respect the rights of others. We will continue to:
- Establish relationships between students, staff and parents that are based on respect and open communication.
- Encourage and support students to make positive resolutions to conflict

CULTURAL RESPONSIVENESS

We interact and communicate effectively and sensitively with people from cultural backgrounds that are different from one's own. Cultural responsiveness is characterised by respect for culture, ongoing 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.

SUPPORTING NEURODIVERGENT STUDENTS AND STUDENTS WITH COMPLEX NEEDS

Mount Claremont Primary School is committed to fostering a safe, inclusive, and supportive learning environment for all students, including those who are neurodivergent and those with disabilities. In alignment with the Department of Education WA's Student Behaviour in Public Schools Policy, we recognise and value the diverse strengths, abilities, and needs of our students. We use and adopt a multi-tiered system of support that is responsive to individual student needs.

We aim to:

- Promote positive behaviour through restorative practices and proactive strategies
- Ensure staff are trained to understand and respond to neurodivergent behaviours and disabilities with empathy and skill
- Provide individualised support where needed, including case management for students with complex needs and documented plans
- Engage parents, with lived experience, in the development and review of individualised behaviour support strategies for their child