



Department of
Education

2025

Riverton Primary School

Student Behaviour Education
and Development Guidelines
(including Good Standing)



**RIVERTON
PRIMARY SCHOOL**

INDEPENDENT PUBLIC SCHOOL



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Student Behaviour Education and Development Guidelines (including Good Standing)

These guidelines are supported by the Education Minister's Statement from the Education Department of WA [Standing together against violence \(education.wa.edu.au\)](http://education.wa.edu.au)

These guidelines will be monitored by school staff each term and reviewed annually.

Rationale

Riverton Primary School community together with the Department of Education, are committed to creating a safe, inclusive, supportive, and culturally responsive environment that enable students to fulfil their learning potential and believe this 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.

Riverton Primary School is committed to a research-based approach to managing and preventing negative behaviours, including bullying. Our processes and activities promote the development of the values and behaviours that create and maintain inclusive, safe, and supportive education environments for all students.

Riverton Primary School aims to proactively promote positive and responsible student behaviour. We believe every person has the right to **learn** and must respect the rights of others to learn, every person will **respect** and care for others and, every person will behave in a manner that allows themselves others to **be safe**. This underpins our school motto 'Achieve Together'.

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.

Rights and Responsibilities of School Community Members

MEMBERS	RIGHTS	RESPONSIBILITIES
All students, teachers, parents, wider school community	<ul style="list-style-type: none"> are safe and supported in the school environment are included are treated with respect 	<ul style="list-style-type: none"> participate and contribute to school positive behaviour programs build positive relationships demonstrate respect and tolerance towards others
School leadership	<ul style="list-style-type: none"> is supported in developing the school's plan to prevent and effectively manage bullying is supported in implementing the strategies and programs under the school's plan 	<ul style="list-style-type: none"> provides leadership in resourcing the school's plan ensures the school community is informed of the plan implements the plan supports staff to implement the strategies and programs under the plan
Staff	<ul style="list-style-type: none"> are treated with respect feel safe and supported in the workplace are informed of the school's plan on managing behaviour and preventing and managing bullying have access to professional learning in preventing and effectively managing bullying, through school psychology service, Social Emotional Learning program have access to curriculum resources suitable for supporting students in building positive relationships, resiliency, safety and bullying prevention (including social/ emotional learning) 	<ul style="list-style-type: none"> promote 'good standing' at RPS promote and model positive relationships participate in developing and reviewing the <i>Student Behaviour Education and Development Guidelines</i> identify and respond to bullying, or perceived bullying, incidents deliver strategies and programs to students in responding to bullying effectively promote effective bystander behaviour promote social problem-solving use appropriate terminology when referring to bullying and the students involved
Students	<ul style="list-style-type: none"> have the right to learn, be respected and be safe at RPS have access to curriculum that supports the building of resiliency and social skills are informed of the school's guidelines on behaviour management and preventing and managing bullying are provided with supports through the Social Emotional Learning program, to stop bullying 	<ul style="list-style-type: none"> adhere to 'good standing' at RPS understand and value the concepts of inclusion and tolerance understand what constitutes 'bullying' behaviours identify and respond effectively to bullying, or perceived bullying behaviours. are aware of themselves as bystanders seek help for themselves and others as needed
Parents	<ul style="list-style-type: none"> are treated with respect are confident their children are provided with a safe and supportive school environment are provided with access to information on the prevention and management of bullying through school newsletters and school communication are informed of the school's plan and opportunities to participate 	<ul style="list-style-type: none"> support 'good standing' at RPS support and encourage children to treat others with respect and tolerance act in accordance with the school plan if they observe/ know about bullying encourage children to report bullying incidents understand what constitutes 'bullying' behaviours work effectively with the school in responding to bullying
Wider community: including other professionals	<ul style="list-style-type: none"> are strategically included in prevention and bullying management 	<ul style="list-style-type: none"> provide support and input into the school's approach to preventing and managing bullying

School Strategies to Prevent and Manage Negative Behaviour, including bullying

- Riverton Primary School engages in a myriad of targeted positive reinforcement strategies with regards to preventing negative behaviour. These processes and strategies include:

Whole School Prevention Strategies: Achieve Together

- Whole school awareness of good standing.
- Whole school approach to using consistent language of reflection and using calming strategies.
- Whole school approach to the explicit and implicit teaching of 'Friendly Schools Plus' Social Emotional Learning (SEL) program, to develop resiliency, integrated across the curriculum, during Health lessons and incidentally throughout each day, for the prevention of negative behaviours and the reinforcement for positive and resilient behaviours.
- Whole school approach to classroom level positive reinforcement strategies, that encompass praise, class rewards and a consistent focus on acknowledging desirable behaviours in the school.
- Whole school playground prevention and positive reinforcement strategies based on 6 Kinds of Best / Faction tokens being rewarded to students with respectful and safe positive behaviours. 6 Kinds of Best draw to be visible at each formal assembly with points attributing to our Bardan Shield.
- Targeted intervention strategies, inclusive of positive behaviour, educative and supportive individual behaviour plans where/if necessary.
- Encourage and support help-seeking and effective bystander behaviour.
- Collaborative relationships between the school, parents and the wider community on developing and implementing school-based strategies and programs with students.
- Student Behaviour Education and Development Guidelines to be accessible for all stakeholders via the RPS webpage. Print copies to be available upon request.
- Teachers model fair, active, trusting relationships within the whole school community.
- Student Services Team and Chaplaincy, to support teachers, students and parents.
- Provision of professional learning for staff and sharing information for families in behaviour management & preventing and managing bullying.

Examples of Bullying:

- Verbal Bullying: The **repeated** use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, insulting language, name-calling, swearing, nasty notes and homophobic, racist or sexist comments.
- Emotional/Psychological Bullying: Includes **repeated** stalking, threats or implied threats, unwanted email or text messaging, abusive websites, threatening gestures, manipulation, emotional blackmail, and threats to an individual's reputation and sense of safety.
- Relational Bullying: Usually involves **repeatedly** ostracising others by leaving them out or convincing others to exclude or reject another individual or group, making up or spreading rumours, and sharing or threatening to share another's personal information.
- Physical Bullying: Includes **repetitive** low level hitting, kicking, pinching, pushing, tripping, 'ganging up', unwanted physical or sexual touching and damage to personal property. More serious violent behaviours are not necessarily treated as bullying and may be better managed through the school's discipline processes.
- Cyber Bullying: Involves the use of information and communication technologies such as email, text messages, instant messaging and websites to engage in the bullying of other individuals or groups. This technology provides an alternative means for verbal, relational and psychological forms of bullying.
- Bystanders: Bystanders are those who are aware of, or witnesses to, bullying but are not directly involved in bullying or being bullied themselves. All members of a school community need to know how to support those who are being bullied and how to discourage bullying behaviours. Any member of the school community can be a bystander and can learn ways to act successfully in preventing or stopping bullying.

Preventive whole-school classroom strategies:

- Encourage and support help-seeking and effective bystander behaviour
- Visual display and use of **RPS Positive Behaviour and Learning Support** chart.
- Facilitate social problem-solving approaches to resolve peer-based conflicts
- Continue with whole school Friendly Schools Plus curriculum, which starts from the early years onwards and includes:
 - understanding what behaviours constitute bullying
 - understanding the impact of bullying
 - the development of effective bystander behaviour
 - the development of positive social problem-solving skills; and
 - understanding cyber-bullying, including strategies for the promotion of cyber safety and positive cyber citizenship

Playground strategies - (essential for all staff on duty)

- Highly visible approach to playground supervision.
- Active engagement during playground supervision.
- Identification of, and supervision adjustments to, high-risk situations and settings
- recognition and reinforcement of positive playground and pro-social behaviour; and
- whole-school processes for responding to playground problem behaviours
- recording of inappropriate behaviour in duty files

Riverton Primary School Behaviour Expectations - Matrix

The following matrix provides a visual explanation of behaviours for all students. This matrix clearly articulates behaviour expectations for our students and covers the desired behaviours based around our school values incorporating the 'Six Kinds of Best'. This matrix is to be displayed in classrooms and around the school to support students in making positive behaviour choices throughout each school day. This matrix will be reviewed and updated as required.

Riverton Primary Campus

Positive Behaviour & High Expectations Matrix



Inclusion Innovation Excellence Collaboration Positivity

We...	Be Kind to Yourself	Be Kind to Others	Be Kind to the Environment	Be the Learning Kind	Be the Achieving Kind	Be the Community Kind
Classroom 	<ul style="list-style-type: none"> Stay organised and try our best. Take responsibility for our learning. Seek help when needed. 	<ul style="list-style-type: none"> Listen actively and respect others' ideas. Use kind words and encourage others. Follow classroom agreements/rules. 	<ul style="list-style-type: none"> Keep workspaces tidy and reduce waste. Use resources wisely. 	<ul style="list-style-type: none"> Set learning goals and challenge ourselves. Strive for improvement. Are open to feedback. 	<ul style="list-style-type: none"> Help classmates and celebrate their successes. Participate in group activities. Respect classroom culture. 	
Playground 	<ul style="list-style-type: none"> Make safe choices and stay hydrated. Are aware of others. Follow playground rules. 	<ul style="list-style-type: none"> Include others in games and are good sports. Use positive language. Share equipment fairly. 	<ul style="list-style-type: none"> Use bins, care for gardens, and respect equipment. Conserve water. Avoid damaging plants. 	<ul style="list-style-type: none"> Accept wins and losses gracefully. Show resilience. 	<ul style="list-style-type: none"> Look out for others and help younger students. Be a role model. Report unsafe behaviour. 	
ICT Use 	<ul style="list-style-type: none"> Keep login details private. Report concerns. 	<ul style="list-style-type: none"> Use kind and respectful language online. Think before posting or commenting. Give credit for others' work. 	<ul style="list-style-type: none"> Lock/Turn off devices when not in use. Avoid unnecessary printing. 	<ul style="list-style-type: none"> Apply digital skills to enhance your learning. Explore new ways to engage. Seek creative solutions. 	<ul style="list-style-type: none"> Share knowledge and support others with technology. Follow digital citizenship guidelines. Be aware of online safety. 	
Toilet Areas 	<ul style="list-style-type: none"> Use facilities appropriately and maintain hygiene. Wash hands properly. 	<ul style="list-style-type: none"> Respect others' privacy and personal space. Wait your turn. Use polite behaviour. 	<ul style="list-style-type: none"> Keep areas clean and report issues. Flush and dispose of waste properly. Save water. 	<ul style="list-style-type: none"> Return to class quickly and use time efficiently. Stay within designated areas. 	<ul style="list-style-type: none"> Report concerns to an adult if needed. Support younger students with hygiene reminders. Keep shared spaces welcoming. 	
Assemblies 	<ul style="list-style-type: none"> Sit appropriately and listen attentively. Show respect to speakers. 	<ul style="list-style-type: none"> Applaud and acknowledge others' achievements. Use respectful language and gestures. 	<ul style="list-style-type: none"> Engage in presentations and reflect on key messages. Listen actively and think critically. Show curiosity in learning experiences. 	<ul style="list-style-type: none"> Show leadership and represent the school with pride. Follow seating arrangements. Follow event expectations. 	<ul style="list-style-type: none"> Support and encourage others in their achievements. Be respectful during national events. Be mindful of guest speakers. 	
Transitions & Movement 	<ul style="list-style-type: none"> Walk safely and stay aware of surroundings. Use appropriate noise levels. Follow directional signs. 	<ul style="list-style-type: none"> Be patient and give others personal space. Move quietly in learning areas. Show consideration for others. 	<ul style="list-style-type: none"> Keep pathways clear. Avoid running indoors and on verandas. Handle doors carefully. 	<ul style="list-style-type: none"> Are lined up and ready to learn. Are efficient and use our time wisely. 	<ul style="list-style-type: none"> Help peers and set a good example. Be courteous in shared spaces. Demonstrate leadership. 	

'Achieve Together'

Good Standing Guidelines

In accordance with the Department of Education's Positive Student Behaviour Policy, Riverton Primary School has developed **Good Standing Guidelines**. The Good Standing Guidelines are part of, and work in conjunction with, the whole school Positive Behaviour Support Plan. Specifically, the Good Standing Guidelines. We believe every student should learn in a purposeful and supportive environment as well as have the opportunity to work and play in a safe, secure, friendly and clean environment that promotes respect, courtesy and honesty.

The Riverton Primary School Good Standing Guidelines emphasize the importance of students taking responsibility for the choices they make daily, which impacts academically and socially on themselves and their peers. The Good Standing Guidelines aim to provide regular acknowledgement and recognition for the majority of students who consistently behave and act accordingly.

Good Standing is a status all Riverton Primary School students are granted at the beginning of every school year. It is the responsibility of each student to maintain their Good Standing. Students with Good Standing are eligible to participate in Riverton Primary School activities that may include, but are not limited to excursions, incursions, school-based activities, camp, sporting events and discos. Students who lose their Good Standing will lose the privilege to participate in these events.

An invitation to represent our school and attend a special event in the local community is a privilege – it is not a right.

To maintain Good Standing students must:

- Follow the School Behaviour Expectations at all times.
- Ensure their behaviour is appropriate for the learning of others.
- Ensure the school environment is kept neat and tidy at all times.
- Behave in a way that protects the safety and wellbeing of others and themselves.
- Ensure that they are punctual, polite, prepared and display a positive manner.
- Consistently adhere to the Riverton Primary School Positive Behaviour Support Plan.
- Consistently adhere to classroom expectations.
- Comply with Riverton Primary School Dress Code.

Students may lose Good Standing for:

- Physical violence
- Abuse, threats, harassment, or intimidation of students
- Abuse, threats, harassment or intimidation of staff
- Damage to property
- E-breaches (misuse of technology)
- Ongoing violation of the Riverton Positive Behaviour Support Guidelines
- Violation of the Riverton Positive Behaviour & High Expectations Matrix
- Violation of the Riverton student responsibilities
- Suspension

The loss of Good Standing for Leadership Positions includes the loss of badge and leadership responsibilities until Good Standing is reinstated.

Regaining Good Standing

Students will be eligible for reinstatement of their Good Standing after complying with the Riverton Primary School Positive Behaviour Support Plan, over a period of two weeks. If a student is unable to be reinstated with their Good Standing after this two-week period, a meeting will be called with parents, a member of admin, classroom teacher and student to develop a behaviour management plan to support the student in regaining their good standing. The students time to regain their Good Standing will be extended. Good Standing will be reinstated each term unless Good Standing is withdrawn during week 9-10 of term.

Parent Contact Regarding Good Standing:

- The RPS Good Standing Guidelines will be communicated to parents through a range of mediums and uploaded to the Riverton Primary School website.
- Students will be educated around the Good Standing Guidelines at the commencement of each school year, at the start of each school term and periodically throughout the school year.
- When a student receives their first strike, parents will be advised their child is at risk of losing their Good Standing due to ongoing violation of the Positive Student Behaviour Support Guidelines.
- Parents will be advised by the Deputy Principal when their child loses their Good Standing, how they may regain this status and what upcoming opportunities they will no longer be eligible.
- Parents will be advised when their child's Good Standing is reinstated and if required, a meeting will be arranged with the student, member of admin, classroom teacher and parents.

The Riverton Primary School Good Standing Guidelines provide and maintain consistency in our decision-making processes. It is important to note these are guidelines, all factors will be considered and any decision to withdraw Good Standing will be at the discretion of the Principal.

Riverton Primary School Good Standing Procedures

Loss of Good Standing

Good standing will be withdrawn from a student who demonstrates:

- Physical violence
- Violation of the school dress code
- Abuse, threats, harassment or intimidation of students
- Abuse, threats, harassment or intimidation of staff
- Damage to property
- E-breaches (misuse of technology)
- Ongoing violation of the Riverton Positive Behaviour Support Guidelines
- Behaviour leading to suspension

If a student is sent to the office for any of the above behaviours this will result in a strike that could lead to a loss of Good Standing. All behaviour should be recorded on SIS.

Communication Process:

- When a student has received their first strike, the parent will be notified of the incident that three strikes will lead to a loss of Good Standing.
- Loss of Good Standing will be immediately communicated by the Deputy Principal to parents with a phone call. The parent will be notified of upcoming privileges the student will miss.
- The loss of good standing will be in effect at the beginning of the next school day.

Students will complete the student self-assessment reflection at the loss of good standing. The reflection is to be completed and returned to the classroom teacher or Deputy Principal upon meeting the next day.

Positive Behaviour Reflection Process When Good Standing is Withdrawn

When a student has lost their Good Standing, they will be given a Positive Behaviour Support Reflection Package to assist them in regaining their Good Standing. The package will track the student's behaviour throughout each lesson of the day for a period of two weeks.

- Package is to be collected from the Deputy Principal on the first day of loss of Good Standing
- If the reflection is incomplete, it is to be completed and discussed with the Deputy Principal
- Student is responsible for keeping the package safe
- If the package is misplaced or lost, the student must start again
- Student has 10 days to achieve 80% positive behaviour in their package
- Classroom teachers and specialist teachers are to complete the package with a simple tick or cross for each lesson in the day
- Incidents at lunchtime and recess are to be reported directly to the Deputy Principal and they will mark on the package
- Students who have lost their Good Standing will be communicated with all staff
- Students report to the Deputy Principal daily while they are working on their package
- Students can regain their Good Standing if after 2 weeks they have achieved 80% 'positive lessons' in their package
- Indicate on the package if appropriate behaviour has occurred during the session with a tick
- Indicate on the package if inappropriate behaviour has occurred during the session with a cross
- Only lessons with ticks will be counted towards the 80% needed to regain Good Standing
- A lesson that has a cross for negative behaviour will not be counted as a positive lesson and will not count towards the 80% needed to regain Good Standing.

Good Standing Reinstatement

- Families will be advised when their child's Good Standing is reinstated and if required, a meeting will be arranged with the student, member of admin, classroom teacher and parents.
- Students will be eligible for reinstatement of their Good Standing after complying with the Riverton Primary School Positive Behaviour Support Plan over a period of two weeks.
- If a student is unable to be reinstated with their Good Standing after the two-week period a meeting will be called to develop a behaviour management plan to support the student in regaining their Good Standing and their time will be extended
- Good Standing will be reinstated each term unless Good Standing is withdrawn in weeks 9-10 of term.

Good Standing Guidelines

Rationale and Aims

The Riverton Primary School Community is committed to promoting the common good and meeting individual needs, while recognising the rights of others to a safe, caring, and positive school environment. The Good Standing Guidelines aim to:

- Establish a set of expectations that protect the rights of all individuals
- Establish a set of consequences for individuals who do not accept their responsibilities and breach the school's behaviour policy, so that they are encouraged to recognise and respect the rights of others

Purpose

At the commencement of each school year, all students at Riverton Primary School start the year with Good Standing. Good Standing recognises and rewards the positive efforts of individual students. It encourages students to take responsibility of their unproductive behaviour choices and to make changes to improve their behaviour.

Good Standing

Students with Good Standing have the opportunity to participate in school rewards, excursions, camps, interschool events and other school privileges.

Loss of Good Standing

Students who lose their Good Standing will have these benefits removed until they have restored relationships and modified their behaviour through a negotiated agreement.

Benefits

- ✓ Excursions / Incursions
- ✓ Sport off site / interschool events / carnivals
- ✓ School camps
- ✓ Leadership positions
- ✓ Classroom based events
- ✓ Other events as they may occur at the time

Reasons for Loss of Good Standing

- ✓ Suspension
- ✓ Office Referral (x 3 / term)
- ✓ Playground Referral (x 3 / term)
- ✓ Cyberbullying
- ✓ Inappropriate use of technology
- ✓ Bullying
- ✓ Intimidation of others
- ✓ Instigating a fight
- ✓ Making physical contact with the intention to harm another student or staff member

Stages	Action	Person Responsible
Close to losing Good Standing	Classroom based education intervention (1 strike) Communication with family	Deputy Principal & Teacher Deputy Principal
1 - Loss of Good Standing	Restorative plan developed Communication with family Good Standing Reflection Package – 10 days	Deputy Principal Deputy Principal & Teacher Student
2 – Loss of Good Standing	Case Conference Review previous restorative plan & adapt as required Good Standing Reflection Package – 20 days	Deputy Principal Teacher & Family Student
3 – Loss of Good Standing	Case conference, develop intervention plan, may include interagency support Good Standing Reflection Package – negotiated timeline	SAER Team Leadership Team Family

