

# Behaviour Handbook

*When we teach behaviour as we teach academics, we empower students to succeed in all areas.*



**We Care, We are Successful,  
We are Responsible!**



# Purpose

“Positive student behaviour is essential to promote engagement in learning and to maximise the impact of classroom teaching.”  
-Student Behaviour in Public Schools Policy

## The Purpose of PBS at Alinjarra

Positive Behaviour Support Plan exists to explicitly outline the responsibilities and expectations of all stakeholders (students, staff, parents and caregivers) associated with the school to create a safe, orderly, inclusive, supportive and culturally responsive learning environment. The plan outlines the necessary expectations, requirements, procedures, and supports, to assist stakeholders in upholding these responsibilities, to create an environment where undesirable behaviours are more likely to be reduced in frequency and severity.

## The Purpose Statement

The PBS team at Alinjarra Primary School leads a whole school approach to supporting positive student behaviour and engagement.

This will facilitate a safe, supportive and positive learning environment where each child can achieve their personal best.

## Our School's Values

We Care

We are Successful

We are Responsible



# 7 Components of PBS

## 1. Leadership

The PBS leadership team will include the Deputy Principal and a team that is representative of the school staff.

## 2. Defining Expected Behaviour

The PBS matrix will provide clear behavioural expectations.

## 3. Teaching Expected Behaviour

Systematic teaching of the expected behaviours will be a routine part of the school day. This teaching will use the same methods as teaching academic skills, through modelling, practice and feedback.

## 4. Encouraging Expected Behaviours

Staff will provide regular feedback to students about their behavioural progress. We will create a school culture where expected behaviours are the norm.

## 5. Raising Engagement

Classroom practices will maximise learning for all students while minimising discipline problems.

## 6. Responding to Misbehaviour

Unproductive behaviour will be viewed as a teaching opportunity – a chance to clarify and re-teach expectations. The same calm instructional approach used when students make academic errors, will be used to correct behavioural errors. The development of a continuum of responses to misbehaviour will provide staff with the tools to effectively respond to and change student misbehaviour. Classroom Management Strategies will be a part of this consistent response.

## 7. Ongoing Monitoring

We will use ongoing data to identify areas in need of improvement as well as those operating well. The leadership team will provide feedback that promotes consistent implementation and renewal. Data will be used to monitor student behaviour and the PBS implementation process.



# WAPBS

WAPBS stands for Western Australian Positive Behaviour Support. It is used in schools around Australia and is a framework for teaching students how to use positive expected behaviours.

## What is PBS?

PBS is a positive school-wide approach to behaviour management. It builds on and integrates a range of existing strategies to improve behaviour, learning and safety. It's a proactive approach whereby expected behaviours are explicitly taught, allowing students to make better choices. PBS views inappropriate behaviour in the same manner that problems in reading or mathematics are viewed ... as a skill deficit. When a skill deficit exists we must teach the appropriate skill. PBS is an evidence based approach which focuses on early intervention and emphasises self-discipline.

## Purpose of PBS

The purpose of PBS is to support the school vision and encourage ownership from the whole school community to develop:

- A positive, respectful culture, which supports a safe learning community;
- A common, shared language to encourage expected behaviour, that is explicitly taught and monitored;
- Clear expectations and a consistent approach to support achievable goals valued by the wider community; and

## Evidence-Based

Research has shown (Homer & Sugai, 2000) that the effective implementation of WAPBS can achieve:

- An increase in attendance.
- Students viewing school as a more positive and calmer environment.
- Teachers reporting a more positive and calmer environment and relationship with students.
- A reduction in the proportion and number of behavioural disruptions.
- An increase in academic performance.

## Tiered System

WAPBS consists of three tiered systems running simultaneously in the school.

The first, Tier 1, caters for all students at all times.

Tiers 2 and 3 offer more targeted strategies and interventions for students requiring additional support in demonstrating expected behaviours.

### Tier 3 (Tertiary Interventions)

Individual students

Assessment, data & monitoring procedures

Intensive, targeted procedures

### Tier 2 (Secondary Interventions)

Some students (at risk)

High efficiency

Rapid response

Small group interventions

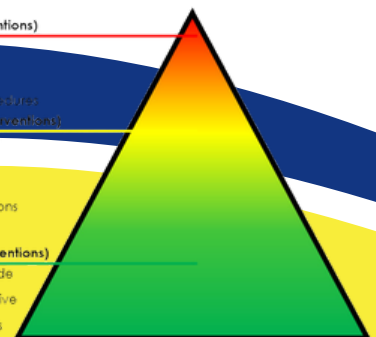
Some individualising

### Tier 1 (Universal Interventions)

School / classroom wide

Preventative & Proactive

All students, all settings



# I. Leadership

The Alinjarra PBS leadership team includes the school Deputy Principal and a team that is representative of the whole school staff. The team is leading the school through a process of developing and gaining whole school consensus on beliefs, expectations and procedures directly related to behaviour and engagement.

## Leadership Staff

- Maintain and support the PBS team.
- Ensure all teachers consistently implement the Expected Behaviours Matrix and whole school procedures.
- Support teachers with implementing the Student Behaviour Referral Process.
- Ensure that the Expected Behaviours Matrix, whole school procedures and Student Referral Process are visible around the school and disseminated to the school community.
- Ensure that IBMP / Risk Management plans are in place for students at risk with severe behavioural problems, including students safety.
- Ensure that suspensions and exclusions are end of the line management practice and utilised in accordance with Department of Education policy.
- Review Plan for Whole School Positive Student Behaviour Support at least annually, and whenever school data indicates the need; and
- Report, at least annually, to the school board on the school's performance in behaviour support.

## Teaching Staff

- Participation of all staff members in the development, implementation and review of the school's Plan for Whole School Positive Student Behaviour Support.
- Model and reinforce APS expected behaviours.
- Establish and maintain a positive and engaging classroom environment.
- Establish class charters and ensure they are understood by students, adhere to the Positive Behaviour Support Plan, and are prominently displayed in the classroom.
- Explicitly teach, monitor, reinforce, remind and reteach the expected behaviours listed in the Behaviour Matrix and whole school procedures and consequences.
- Respond to unproductive behaviours with a solution focus and intent to repair damage.
- Provide lessons which are relevant, inclusive, and engaging.
- Utilise CMS (Classroom Management Strategies) in response to low-key incidences of behaviour.
- Follow the steps outlined in the Behaviour Flow Chart.
- Communicate student progress and concerns to parents.
- Keep records of student behaviour on Compass.
- Establish and maintain IBSP either in collaboration with Admin or individually.
- Ensure IBSP plans are communicated to parents and saved in shared drive under Managing Student Behaviour.

## Student Leaders

- Explicitly explain key expected behaviours every morning over the PA announcements.
- Hand out the Golden Vacuum to the winning class each week.
- PBS updates during assemblies.

## Students

- Practice the APS expected behaviours.
- Contribute positively to the classroom and wider school environment.
- Engage openly and honestly in restorative sessions with staff when unproductive behaviours have occurred.
- Accept responsibility for actions and approach conflict with a solution focus and intent to repair damage.

## Parents and Caregivers

- Promote, model and reinforce APS expected behaviours.
- Contribute towards a positive school environment.
- Assume good intentions of staff and approach unproductive behaviours with a solution focus and intent to repair damage (approaching with curiosity).
- Ensure children arrive at school 'school ready' and prepared for success with appropriate needs met and the necessary equipment (breakfast, sleep, equipment, uniform, lunches etc.)
- Work collaboratively with staff in instances where additional supports, such as an Individual Behaviour Support Plan (IBSP) are required.

## Connect and Respect

**Every student, staff member, parent or carer has the right to feel safe and be safe in our schools.**

We all share a responsibility for providing a safe, supportive and productive environment, free from bullying, harassment, discrimination and violence.

### What we can all expect:



mutual  
respect



good  
behaviour



open  
communication



respect for each  
other's time

### We will not tolerate:



offensive, insulting  
or aggressive  
language



malicious or  
judgemental  
gossip



using  
social media  
disrespectfully



any form  
of violence

**Shared and respectful expectations and values will enable us to work together in the best interests of our children.**





# 2. Defining Expected Behaviour

## Expected Behaviours Matrix & Procedures

These expectations and procedures are a vision of responsible student behaviour and social competence. Agreed upon expectations and procedures promote consistency across staff through a common language and assists educators to be proactive in recognising students behaving responsibly. The systematic teaching of the expected behaviours and procedures must be a routine part of the school day. This teaching uses the same methods as teaching academic skills, through modelling, practise, and feedback. Lesson plans, teaching schedules and special activities and events will be ongoing to guide the teaching of the expected behaviours and procedures.

## Behaviour Matrix

Our whole school behaviour matrix is displayed in all classrooms and areas of the school that students access.

 <b>Alinjarra Primary School</b> <b>PBS Behaviour Matrix</b>		
	During class time...	Outside of class time...
 <b>We Care</b>	<ul style="list-style-type: none"> <li>We use manners, like please and thank you</li> <li>We respect others and ourselves</li> <li>We listen to our peers</li> <li>We respect school property</li> <li>We lead by example and model positive behaviour</li> <li>We speak with kindness to everyone</li> <li>We think before we speak</li> <li>We smile and greet others (office, teachers, canteen)</li> <li>We take care of our own and others' property</li> </ul>	<ul style="list-style-type: none"> <li>We play safely with others</li> <li>We play fairly</li> <li>We keep our hats on our heads</li> <li>We walk on the paved areas and around corners</li> <li>We put our rubbish in the bin</li> <li>We demonstrate sportsmanship</li> </ul>
 <b>We are Successful</b>	<ul style="list-style-type: none"> <li>We try our best, even when it is tricky</li> <li>We learn from our mistakes</li> <li>We ask questions when we are unsure</li> <li>We complete our tasks on time</li> <li>We take pride in our work presentation</li> <li>We are enthusiastic about learning</li> <li>We stay on task</li> </ul>	<ul style="list-style-type: none"> <li>We participate appropriately in all activities</li> <li>We try new things</li> </ul>
 <b>We are Responsible</b>	<ul style="list-style-type: none"> <li>We follow instructions immediately</li> <li>We keep our hands, feet and objects to ourselves</li> <li>We take responsibility for our actions</li> <li>We make strong choices regardless of what others are doing around me</li> <li>We are on time to class after break times</li> <li>We use ICT safely and as a learning tool</li> </ul>	<ul style="list-style-type: none"> <li>We use strategies to solve problems</li> <li>We ask a staff member if we can't solve the problem on our own</li> <li>We take safe risks with outdoor equipment</li> <li>We use the toilets appropriately</li> <li>We wear correct school uniform</li> </ul>

# Whole School Procedures



## Transition Procedure

- We sit/stand quietly while waiting for our teacher.
- We move from the classroom to outside safely and quietly.
- We keep our hands and feet to ourselves.

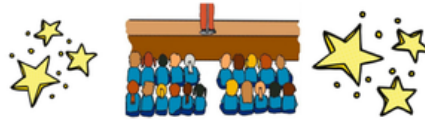
### When walking in lines around the school:

- We walk in straight lines.
- We follow the person in front of us.
- We walk safely and quietly.



## Assembly

- We arrive on time and sit patiently.
- We use whole body listening throughout the assembly.
- We sing responsibly and with pride.
- We politely acknowledge others achievements and wait until the end of certificates to clap.
- We say thank you when receiving awards.
- We wait until we are dismissed by a teacher.



## Visiting Another Classroom

- We enter/leave safely and quietly.
- We smile and greet the teacher.
- We listen respectfully.
- We use our manners.



## Lining Up Procedure

- We sit or stand quietly in pair.
- We wait patiently for our teacher.
- We keep our hands and feet to ourselves.



## Library

- We walk in the library.
- We use quiet voices in the library.
- We line up and use our manners to have our book scanned.
- We use our library bag to carry our books.
- We care for our library books.
- We return our books when they are due.



## Leaving School Grounds

- We listen attentively to instructions.
- We sit/stand quietly while waiting for our bus.
- We move from school grounds safely and quietly.
- We keep our hands and feet to ourselves.
- We are aware of our surroundings.
- We take all our belongings.
- We represent our school with pride.



# Whole School Procedures



## ICT

When using ICT we are...

### Responsible by:

- Holding the device with two hands at all times.
- Returning the device in the correct charging spot.
- Use the correct numbered device given to you by your teacher.
- Student and teachers check all devices are on charge.



### Caring by:

- Log on with your username only.
- Avoid sharing personal information with anyone online.
- Never share passwords.
- Only use the websites or apps as instructed by your teacher.
- Do not log on as a guest of APS.



## Eating Procedure

- We **sit** in our allocated area.
- We raise our hand and ask to go to the toilet or get a drink.
- We wait until we're dismissed to place rubbish in the bin.
- We remain seated until we are dismissed.



## Front Office Procedure

- We enter safely and quietly.
- We patiently wait our turn.
- We greet the office staff with respect and a smile.
- We use our manners and ask for help.



## Canteen Procedure

- We line up in one straight line.
- We keep our hands and feet to ourselves while lining up.
- We greet the canteen ladies with respect and a smile.
- We use our manners.



## Bathroom Procedure

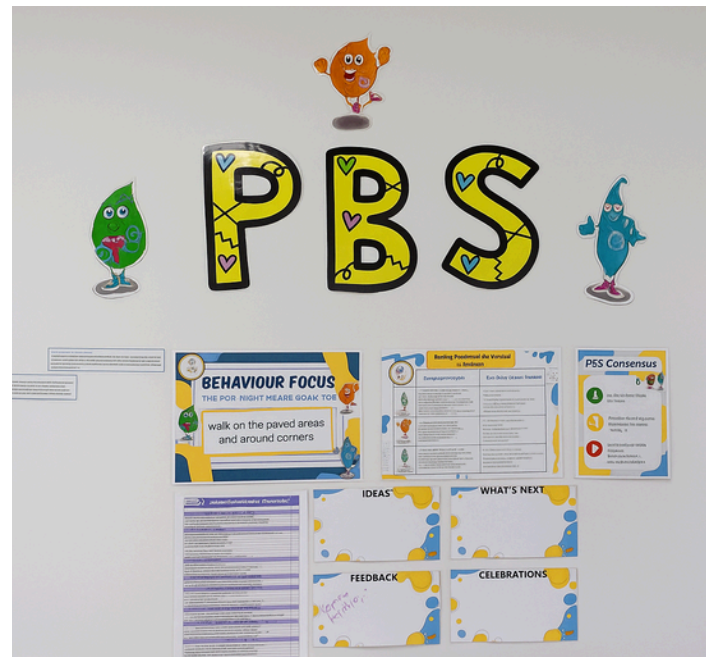
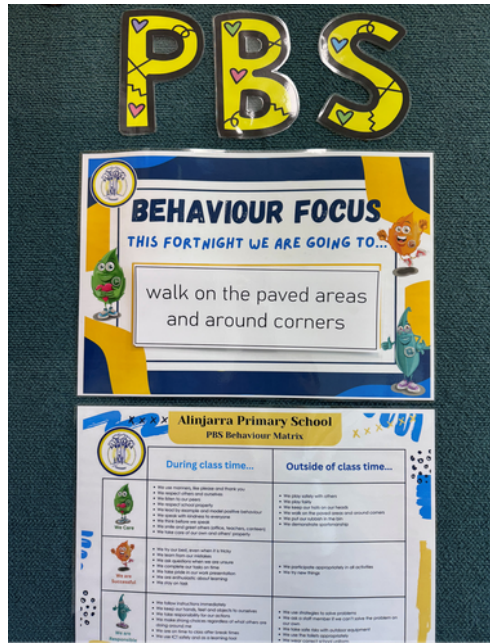
- We walk in the bathroom.
- We use an inside voice.
- We leave the bathroom clean and tidy.
- We are responsible when using resources.
- We understand that the bathrooms are not for playing or eating.
- We flush the toilet.
- We wash our hands.
- We put our paper towels in the bin.



# Visuals

Research has shown (Kalu, 2023) that visuals have been proven to be an effective tool for conveying messages and influencing behaviour.

With this knowledge, we proudly display our school mascots around the community, to reinforce the schools expected behaviours.



# 3. Teaching Expected Behaviours

APS have a set of core behaviour expectations. From the expectations, a whole school behaviour matrix was developed forming the content of an explicit teaching and learning behaviour curriculum.

These behaviours are explicitly taught to all students following a tell, show, practice model. All classrooms conduct their PBS lessons during the consistent whole school allocated time each week. An ongoing collection of data and positive behaviour acknowledgement system, outlines to staff which expectations are being successfully met and which will require further teaching and learning. All resources can be located on the APS Official Documents Teams.

<b>TELL</b>	Introduce the expected behaviour by directly telling the student the definition and rationale for using the skill. The specific steps needed to correctly perform the skill and the location in which this skill will be executed.
<b>SHOW</b>	The teacher clarifies the difference between following and not following the expected behaviour by providing non-examples (displayed by the teacher only) and examples (displayed by the students).
<b>PRACTICE</b>	Guided practice is a pivotal part of every lesson. This step ensures that the students can accurately and appropriately demonstrate the expected behaviour. Optimally, practice should occur in the physical setting where the expected behaviours are to be demonstrated.



# 4. Encouraging Expected Behaviours

The purpose of school-wide recognition is to acknowledge and show appreciation to students who have provided positive demonstrations of the school wide behaviours expectations. Calvin, 2007.

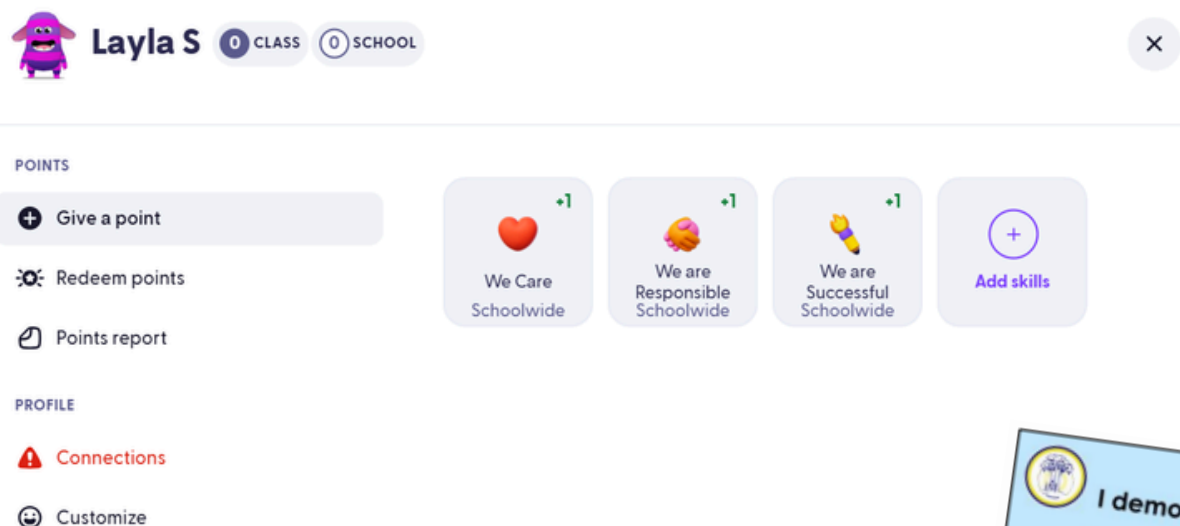
## Free and Frequent

### Dojos and Tokens

ALL staff use everyday

All teachers are to use Class Dojo to acknowledge expected behaviours using the CSR values. Please ensure you do not edit the acknowledgments and only reward 1 point per expected behaviour to ensure we are collecting consistent data. It is important to remember that we do not remove points from Class Dojo.

Specialists, relief teachers and duty teachers will use CSR tokens to acknowledge expected behaviours. Students will then take the tokens back to class and the classroom teacher will enter on Class Dojo.



## Short Term- occasional

### Golden Vacuum

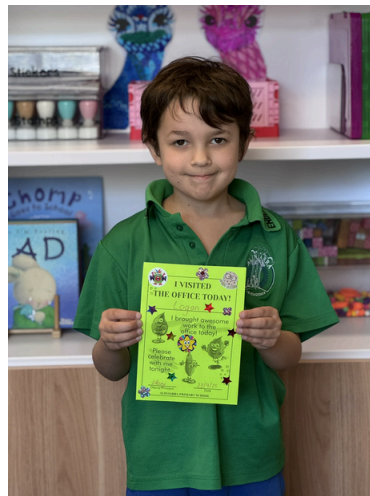
The Golden Vacuum is awarded weekly to the class who has displayed the CSR value of "We Care" by keeping their classroom clean and tidy.

This acknowledgement is chosen by the cleaners and presented by our Year 6 student councillors.



### Office Slips

Front office slips are given to students who visit the front office for displaying the CSR value of "We are Successful".



### Sport Collector Cards

Collector cards are given out in sports lessons when students demonstrate sportsmanship.



## Long Term

### CSR Leafy Legends Day!

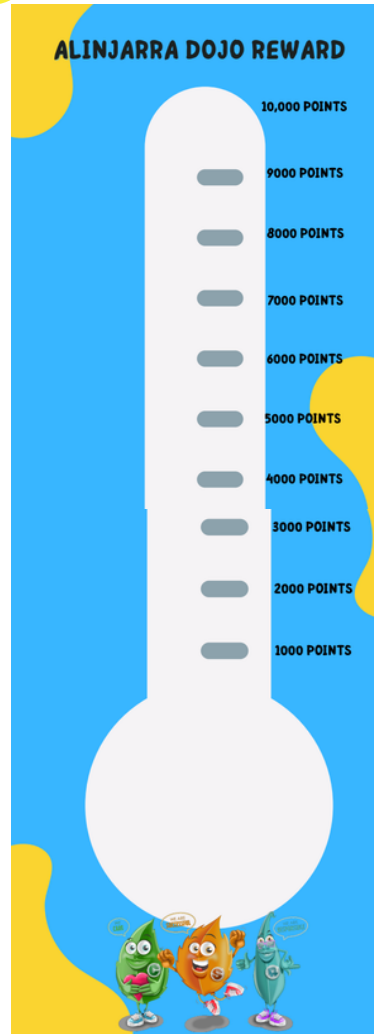
Celebrated at the end of each term.

Whole school dojo points are tracked on the dojo thermometer throughout the term to determine the CSR Leafy Legends Day event.

### Aussie of the Month

Awarded at each assembly.

This award acknowledges outstanding performance in areas that align with our CSR values.



### CSR Awards

CSR awards are given out at assemblies each term by classroom teachers and specialist teachers.

### End of Year Awards

Two students per class receive an award for their dedication for the year. These are awarded as a Book Award and a Friendship Award.

# 5. Raising Engagement

## CMS- Classroom Management Strategies

### Preventing Unproductive Behaviour

#### **Winning Over**

Definition: The skills employed to encourage students to bond positively with the educator. There are three types of winning over: academic, personal and social.

How to use it: Learn the students' names, smile, be polite, show an interest in the student as an individual, say "hello" outside of the classroom.

This will increase the chances the students will comply with your directions.

#### **Active Scan**

Definition: When an educator overtly monitors student behaviour.

Rationale: By positioning to maximum visual overview of the students you can be continually aware of student behaviour. This allows you to pick up unproductive behaviour before it builds to obvious levels.

Nuance: Use continuously.

#### **Proximity**

Definition: Moving around the room during a task to prevent or respond to unproductive behaviour.

Rationale: Moving near students increases the chances that they will participate. Position yourself near the student most likely to demonstrate unproductive OR move towards the students who are demonstrating off task behaviour.

Nuance: Use calm and neutral body language. It is often combines with scanning. Be aware of personal space.

#### **Modelling Appropriate Behaviour**

Definition: the public positive acknowledgement of a specific appropriate behaviour of a student or group of students to influence the behaviours of others.

Rationale: Friendly and encouraging tone. Overt use of voice so that other students hear.

Nuance: The difference between the responding and modelling is in the educator's intent.

## Type of Response

Definition: To explicitly indicate to students how they should respond during class interactions.

Rationale: Increases accountability and helps to prevent uncontrolled interactions. The teacher can control the distribution of questioning. Reduces opportunities for attention seeking students.

Attributes: Hands up; No hands, I will choose; Call out; Choral; Tell your partner; Think to yourself; Write it down.

## Signal to Begin

Definition: Signal to Begin. Definition: A routine sequence of educators' behaviours that results in whole class attention on the educator. 1. The cue 2. Pause 3. Active Scan 4. Low Key Skills 5. 100%attention 6. Thank you. Rationale: By efficiently bringing a class to quiet the educator is reducing the opportunity for unproductive student behaviour. Nuance: May be used at the start of an instruction or whenever the class is off task and needs to be refocused.



## Transition

Definition: a sequence of educator behaviours that increase the chance that student behaviour is orderly and efficient. It usually involves three components.

Rationale: anytime student movement is required.

Nuance: When - What – Who

1. A signal to begin.
  2. Statement of **when** the students will move.
  3. Statement of **what actions** are expected of them.
  4. Statement of **who** will move.
  5. Check for understanding.
  6. The statement to move.
  7. Monitor movement and use proximity.
  8. Provide specific and positive feedback.
- WHEN  $\iff$  WHAT  $\iff$  WHO

# Responding to Unproductive Behaviour

## **Non-Verbal: The Look**

**Definition:** The deliberate use of extended eye contact towards a specific student  
**Rationale:** Eye contact with the student that conveys your awareness of their behaviour and a message to stop. Can be combined with a nonverbal gesture to enhance communication.

**Nuance:** Use as soon as an unproductive behaviour occurs. May be used with different levels of intent. Avoid the stare.

## **Non-Verbal: Gesture**

**Definition:** Use of gestures to communicate that a behaviour is unproductive.

**Rationale:** Use a gesture to communicate to a student that the behaviour is unproductive or required behaviour in a way that causes minimal disruption to the lesson. It does not encourage the student to verbally respond and avoids confrontation.

**Nuance:** Use as soon as an unproductive behaviour occurs. Student needs to be looking at the educator.

## **Non-Verbal: Pause**

**Definition:** An intentional pause during verbal instructions or discussion.

**Rationale:** The pause signals to the student the educator is aware of unproductive or disruptive behaviour. It also communicates the appropriate behaviour to listen attentively. It does not encourage the student to verbally respond and avoids confrontation.

**Nuance:** Use as soon as an unproductive behaviour occurs. Can be used in combination with another Low-Key Skill for emphasis.

## **Minimal Verbal**

**Definition:** As few words as possible communicating that a behaviour is unproductive.  
**Rationale:** Select no more than 3 words to say to the student to bring the students attention to their behaviour. Can be used with a Look and a Non-Verbal to enhance communication.

**Nuance:** Use as soon as an unproductive behaviour occurs. Be aware of the power of intonation and syllable emphasis.

## **Planned Ignore**

**Definition:** Withholding visual and verbal cues to intentionally ignore unproductive behaviour.

**Rationale:** The educator intentionally ignores a behaviour which is not impacting on the lesson to maintain the lesson flow. The educator actively responds to appropriate behaviour when the student is being productive.  
**Nuance:** Only useful if the behaviour is not interfering with the learning of others.

## **Responding to Appropriate Behaviour**

Definition: The public or private positive acknowledgement of a specific appropriate behaviour to reinforce that behaviour.

Rationale: Use a friendly and encouraging tone, let the student know that they are displaying appropriate behaviour.

Nuance: Especially useful if a student rarely demonstrates the appropriate behaviour.

## **Deal with Allies**

Definition: The use of a Low-Key Skill with one or more students who become involved in an intervention with another student.

Rationale: Neutralise the involvement of other students who seek to prolong or escalate an initial disruption. It reduces the chance that the situation will spread or escalate and helps maintain positive cohesion.

Nuance: Use low key skills to reduce interference before continuing with the original student. Say thank you once the ally has stopped and return to the original student. Deal with them and return to the original student.

## **Problem Not the Student**

Definition: The educator focusing on the student behaviour rather than on student intentions or student personality traits

How to use it: Usually an action or minimal verbal request responding to a physical behaviour, e.g. "Phone, Please"

When: As soon as the unproductive behaviour occurs.

## **Restore**

### **Come on Back**

Definition: An intentional action of the educator to promote positive participation of a student who has been prompted in response to unproductive behaviour.

Rationale: It resets a positive tone and focuses on appropriate behaviour.

Examples:

- Positive encouragement
- A question (focus on learning)
- Non-verbal (thumbs up)
- Minimal verbal (thank you)
- Response to Appropriate Behaviour

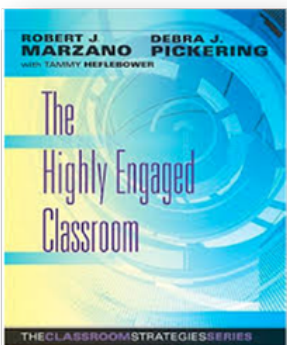
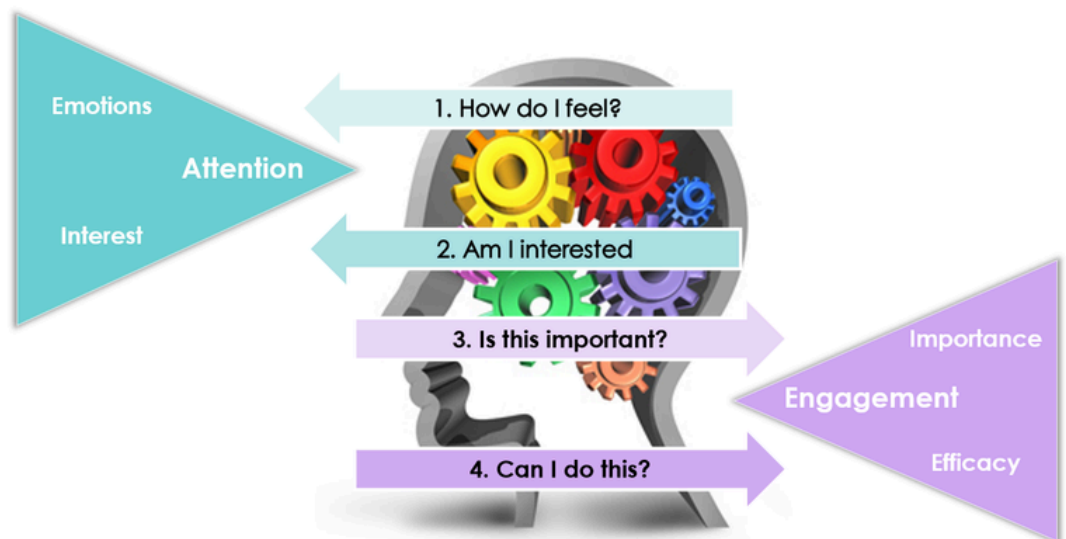
Nuance: Acknowledge positive behaviour as soon as it occurs to restore positive cohesion.



# ISE- Instructional Strategies for Engagement

## Marzano's- Student Perspective Questions

How do I feel?	Am I interested?
Effective pacing Physical movement Demonstrating intensity and enthusiasm Using humour Building positive relationships	Using games and inconsequential competition Initiating friendly controversy Introducing unusual information Questioning to increase response rate
Is this important?	Can I do this?
Connecting to students' lives Connecting to students' life ambitions Encouraging application of knowledge	Using effective verbal feedback Tracking and studying progress Providing examples of efficacy Teaching about efficacy



A highly recommended resource is *The Highly Engaged Classroom* by Robert J. Marzano and Debra J. Pickering. This text explores evidence-based strategies that increase student engagement, enhance motivation and strengthen classroom instructional practice. It provides practical tools, reflective questions and clear frameworks to support teachers in creating responsive and engaging learning environments.

# 6. Responding to Inappropriate Behaviour

At APS we believe all students have the right to learn and be safe. Therefore, we have a process that reteaches the desired behaviour, restores the relationships of all involved and endeavours to return students back to the classroom to ensure that learning can continue. All minor and major behaviour incidents are recorded, monitored and addressed at each PBS meeting.

## Bullying

### What is bullying?

Bullying is hurtful, aggressive and repeated behaviour that aims to embarrass, threaten or intimidate another person.

There are five key features of bullying behaviour:

1. The person (or people) who engage in bullying behaviour intent to inflict harm or fear upon the target.
2. Aggression towards the target occurs repeatedly.
3. The target child doesn't provoke bullying behaviour by using verbal or physical aggression.
4. Bullying tends to occur in familiar social groups.
5. The person engaging in the bullying behaviour is usually more powerful (in reality or perception) than the person they are targeting.

# am I being bullied?

START HERE!

Was it deliberate/on purpose?

Yes

No

Was it personal/targeted?

Yes

No

Was it said in anger?

No

Yes

Was it part of a fight with a friend?

No

Yes

Has it only happened once or twice?

Yes

Does the person doing it have '**more power**' than you? e.g. more popular, older, stronger

Yes

No

## rude behaviour

Saying or doing something hurtful that wasn't planned or meant to upset someone

## conflict

Saying hurtful things on purpose due to heightened emotions as part of a disagreement

## mean

Saying or doing something hurtful to someone on purpose once or twice

## bullying

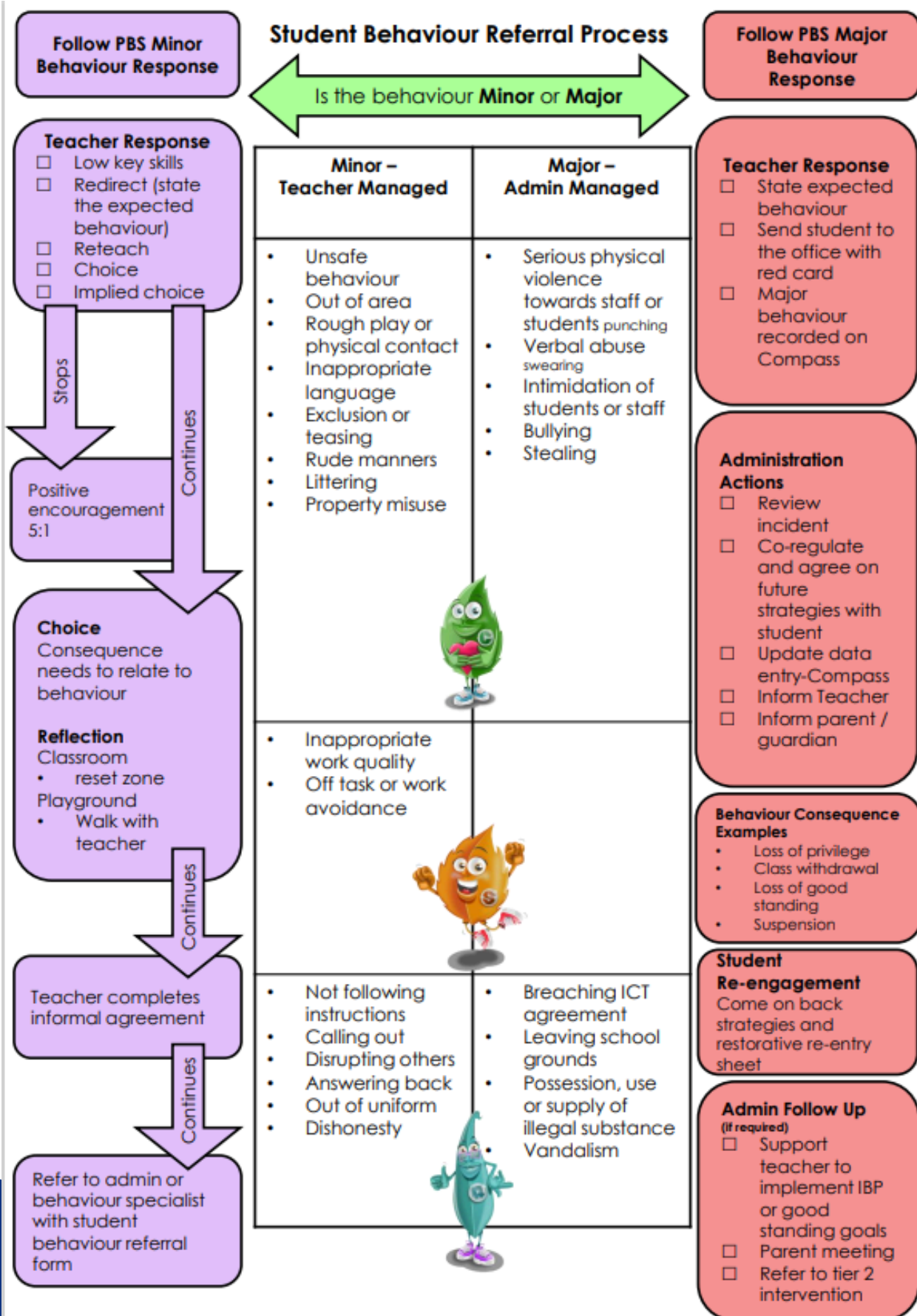
Someone more powerful saying or doing something hurtful to someone on purpose, over and over again

scan here to find out more!



# Flow Chart

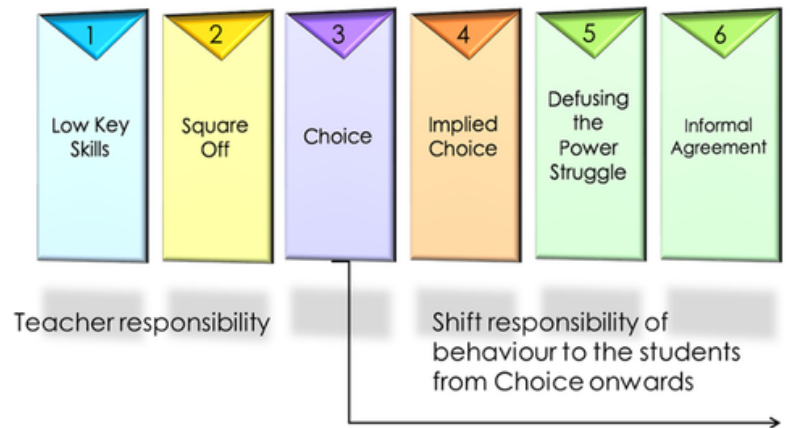
Remaining in class and engaged in instruction is essential to every student's academic and social success. When students are sent to the office, a processing period results in a significant loss of valuable learning time. At Alinjarra we ensure teachers have the skills and confidence to respond effectively to minor behaviours within the classroom.



# CMS - Bumps

## Bump 1 - Low Key Skills

1. Win the students over:
  - Meet them at the door
  - Show interest
2. Use a signal to begin
3. Proximity
4. Deal with the problem not the student
5. Be polite
6. Deal with the allies first
7. Use minimal verbal / non-verbal
  - Gesture
  - The Look
  - Pause
8. Active Scan
9. Transitions
10. Planned Ignore



## Bump 2 - Square Off

1. Pause or stop
2. Face them (square off)
3. Eye contact
4. Use a minimal verbal response
5. Complete with a "thank you"

## Bump 3 - Choice

1. Stop
2. Face them (square off)
3. Eye contact
4. Give a statement to choice
  - Use a neutral tone
  - Be calm
  - Consider your body language
  - Give a choice
5. Ask them for a response
6. Listen to their answer
7. Complete with a "thank you"

## Bump 4 - Implied Choice

1. Follow through on Bump 3

“You’ve made your choice. Please \_\_\_\_\_”

“Thank you”

## Bump 5 - Defusing the Power Struggle

1. Recognise the power vice

2. Respond by:

- Ignoring it
- Short circuit it
- Describe the situation
- Language of attribution
- Provide a choice
- Asking them to leave (due to severity)

## Bump 6 - Informal Agreement

The student and teacher will agree on an informal agreement.

A formal agreement may be needed if the informal agreement is broken.

This may evolve into a Behaviour Management Plan and can involve parents, teachers and admin.

An informal agreement template can be found on the APS Official Documents Teams.

These do not need to be written and are individual to each student-teacher relationship. A student may have an informal agreement with one teacher and not with others.

Teaching staff may ask CAT (Conference Accredited Trainers) to support them with an informal agreement process.



### Informal Support Template

Student:	Date:
<b>Greet Them</b> <b>Set Positive Atmosphere</b> Establish a positive tone. Indicate the need for the student's cooperation in resolving the problem	
<b>Define the Problem</b> Ask the student to outline what the problem may be. Confirm or outline the problem from the teacher's perspective.	
<b>Generate Alternatives</b> Ask student to generate alternatives to deal with problem positively. Confirm some of the workable solutions that the student generated and generate some more. What is it that you and I can do to solve the problem?	
<b>Prioritise and Agree on Solution</b> Agree on a way to positively deal with the problem behaviour. Negotiate the number. Check with the student to ensure they see the consequences is fair and logical. Set a time to begin and end the contract.	
<b>Enact Closure:</b> <ul style="list-style-type: none"><li>• Start date</li><li>• Review date &amp; time</li><li>• Check for understanding</li></ul> Ask student to summarise what was agreed upon. What the student and teacher each do when the problem occurs. What the logical consequence is. When the contract starts and ends.	
<b>End of Conference:</b> Thank the student for their cooperation. Discuss unrelated matters so conference ends on a positive note.	

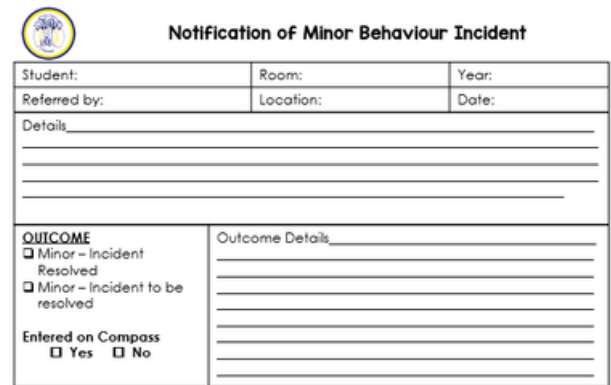
# Minor Tracking

## Minor Behaviour Data Tracking

For consistent ongoing minor behaviours teachers are to complete a minor behaviour chronicle entry on Compass. Please indicate on the entry if you have completed an informal agreement.

## Notification of Minor Behaviour Incident to Teacher

During break times and specialist subjects, an incident may require more time or unpacking than staff and allied professionals have time to dedicate to seeing it resolved. In these instances, the students' classroom teacher will receive a Notification of Behaviour Incident form. This form informs the classroom teacher that the specific teacher will deal with the behaviour and set a logical consequence.

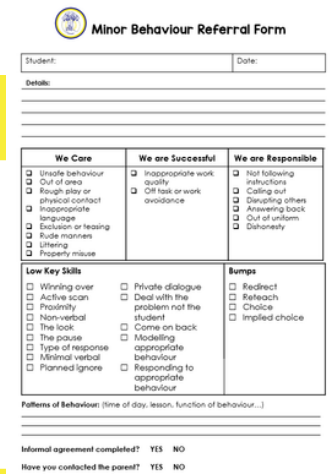


The form is titled "Notification of Minor Behaviour Incident" and includes a school logo. It contains the following sections:

- Student: \_\_\_\_\_ Room: \_\_\_\_\_ Year: \_\_\_\_\_
- Referred by: \_\_\_\_\_ Location: \_\_\_\_\_ Date: \_\_\_\_\_
- Details: \_\_\_\_\_
- Outcome:
  - Minor – Incident Resolved
  - Minor – Incident to be resolved
- Entered on Compass:
  - Yes  No
- Outcome Details: \_\_\_\_\_

## Minor Behaviour Referral Form

The minor behaviour referral form is available when teachers have followed the behaviour response flow chart with no improvements and are seeking additional support.



The form is titled "Minor Behaviour Referral Form" and includes a school logo. It contains the following sections:

- Student: \_\_\_\_\_ Date: \_\_\_\_\_
- Details: \_\_\_\_\_
- Three columns of checkboxes:
  - We Care:** Inappropriate behaviour, Out of area, Rough play or physical contact, Inappropriate language, Exclusion or teasing, Rule matters, Littering, Property misuse.
  - We are Successful:** Inappropriate work quality, Off task or work avoidance.
  - We are Responsible:** Not following instructions, Calling out, Disrupting others, Answering back, Out of uniform, Dishonesty.
- Low Key Skills:** Whining over, Active apps, Proximity, Non-verbal, The pause, Type of response, Minimal verbal, Planned ignore.
- Bumps:** Redirect, Reteach, Choice, Implied choice.
- Private dialogue:** Deal with the problem not the student, Come on back, Modelling appropriate behaviour, Responding to appropriate behaviour.

Patterns of Behaviour: (time of day, lesson, function of behaviour...)

Informal agreement completed? YES NO  
Have you contacted the parent? YES NO

# Major

## Major Behaviour Data Tracking

All major behaviour incidents require a major behaviour chronicle entry on Compass to be completed. This is to be done by the teacher and a member of admin.

\*Admin responsible for parent communication and outcome of behaviour consequence.

## Major Behaviour- Red Card

When a major behaviour occurs teachers are to send a red card to the office.

**MAJOR BEHAVIOUR INCIDENT**  
Support is required in room \_\_\_\_\_

# Restorative Practice

Restorative practices are solution, focused consequences that exist to repair damage from harmful behaviours conducted at school. These practices and strategies exist alongside other consequences outlined within this plan to ensure all behaviours at Alinjarra primary school are responded to with fairness and proportionate consequences.

At APS, we accept that like us, our students can and will make mistakes. When things inevitably go wrong for our students, and where it is appropriate to do so, our staff will conduct a restorative session with all affected parties. This is usually in the form of a reflection sheet and/or discussion with the affected students and involves questions and prompts designed to assist our students in reflecting on their behaviours, choices, and actions. This is a solution focused process designed to build empathy in our students and restore and repair any damage done between peers at school.

## Reflection Sheet

Restorative reflection sheets are a reflection option offered at APS. Reflection sheets encourage restorative conversation between staff and students.

\*Reflection sheets will be sent home with the student.

### Reflection

Which CSR did you not follow?

- We are Successful
- We are Responsible
- We Care

Next time I will...

- Ask for help
- Take a break
- Breathe



How are you currently feeling?



What can I do to make it right?

- Apologise – verbally or note
- Fix what is broken
- Do something nice for the other person
- Clean up

What do you need? How can the teacher help?

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### Reflection



Name: \_\_\_\_\_

Date: \_\_\_\_\_

#### Behaviour Focus

##### 1. Choose your focus

Check the Behaviour Matrix on the back. Write down the behaviour/s you need to focus on:

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##### 2. Looking back

Describe a time when you showed this positive behaviour in the past:

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##### 3. Looking forward

Explain what you will do differently next time to keep showing this behaviour:

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# Good Standing

The Minister for Education's 'Let's Take a Stand Policy' states that all schools are required to implement a Good Standing Policy. The Good Standing Policy applies to all students and supports the values of our ethos of providing a positive co-operative, safe and caring learning environment. The Good Standing Policy forms part of, and works with our whole school Positive Education programs.

Good Standing is a status all Alinjarra primary students are granted at the start of each year. Students with Good Standing are eligible to hold leadership positions within the school. They are eligible to participate in activities such as incursions, excursions, inter-school carnivals and camps.

It is the responsibility of each student to maintain their Good Standing.

## Loss of Good Standing

A student's Good Standing status may be withdrawn following consultation with the Leadership Team and relevant staff when their behaviour significantly impacts:

- The right of others to feel safe at school, including students, staff, and allied professionals
- The teacher's right to teach without disruption
- The right of all students to engage in learning without interference

Examples of behaviours that may result in the loss of Good Standing include:

- Physical aggression or fighting
- Bullying, harassment or threatening behaviour
- Ongoing non-compliance with school expectations

Students who lose their Good Standing status may become ineligible to participate in school-based privileges and events. These may include, but are not limited to:

- Excursions, incursions & Camps
- Leadership Positions
- School reward activities
- Interschool sport and other representative opportunities
- Special events and celebrations

The school is committed to working in partnership with parents and carers, providing timely communication when behavioural concerns arise. Loss of Good Standing may result from either a single serious incident or an accumulation of ongoing low-level behaviours.

Each case is reviewed individually, with decisions made in consultation with the classroom teacher and overseen by the Administration Team.

# Regaining Good Standing

After the loss of Good Standing the following process is undertaken:

1. A meeting takes place between the class teacher, the student, their parent/guardian and the relevant deputy principal.
2. In the meeting, A Return to Good Standing template is completed to identify strategies, goals and a timeframe to support the reinstatement of Good Standing.
3. If achievement of the goals within the timeframe occurs, Good Standing will be reinstated. This decision will be made in consultation with the class teacher and the administration team.
4. If Good Standing is not reinstated, further meeting(s) will occur to redefine goals and further support the student for re-entry to Good Standing.

## LOSS OF GOOD STANDING



Student:  
Room:  
Teacher:

Date: Dear Parent/Guardian  
This is to inform you that \_\_\_\_\_ has lost their Good Standing.

Loss of Good Standing for the following reason(s):

•

Comments:

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\_\_\_\_\_ has been spoken to about the above inappropriate behaviours and the consequences of their actions.

The loss of Good Standing will last for a period of 2 weeks of school (attendance of all days is required) and is effective from

\_\_\_\_\_ to \_\_\_\_\_. During this period your child will **not be** to attend activities, acknowledgements or events. If they perform satisfactorily period, they may regain their Good Standing after the completion of the Re: Good Standing application. If these issues continue, they will need to continue address areas of concern and have these reviewed.

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

Yours sincerely,

Deputy Principal

Student: (signature)	
Read by: Parent (signature)	

## Return to Good Standing Plan



Student:	Room:
Teacher:	Meeting Attendees:
Goals agreed upon to return to Good Standing:	
1.	
2.	
Date goals to be achieved by:	
Strategies to help me reach my goals:	
1.	
2.	
3.	
Student signature:	Parent/Carer Signature:
Principal signature:	Date:

# 7. Ongoing Monitoring

Effective implementation of an evidence-based practice requires these four interactive elements. Following this framework enables continuous monitoring, informed decision making and continuous self enhancement.

**Outcomes:** Agreed expectations for staff and student behaviour.

What do we want to see?

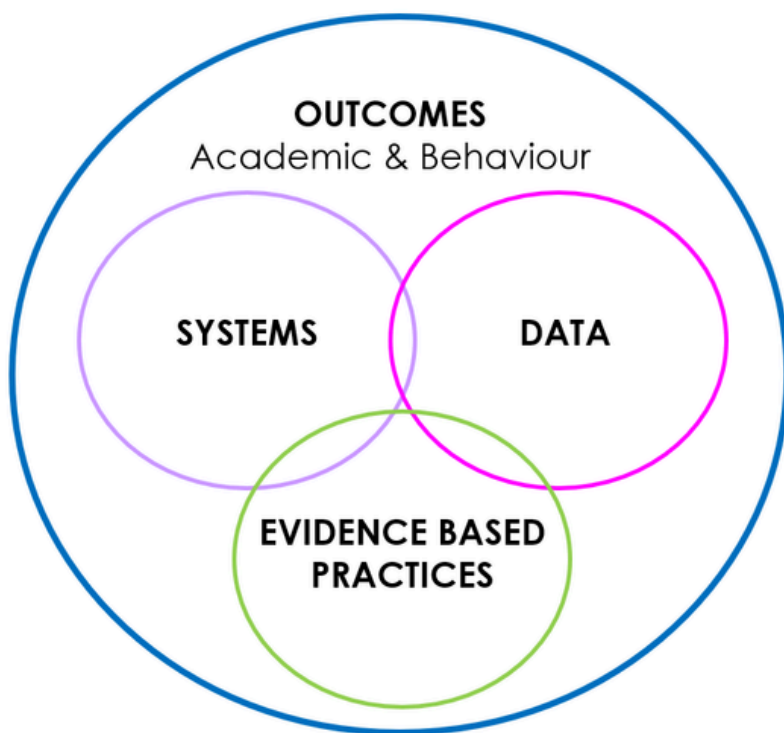
**Data:** used to inform decision making.

What do we currently see and know?

**Practices:** whole school procedures, behaviour expectations and acknowledgements.

**Systems:** Whole school CMS implementation.

What needs to be in place to support?



- Class Dojo - collated each term
- Outdoor Audit- completed each term
- Major Chronicles- collated each term
- Minor Chronicles- collated each term
- SET: Term 3 each year
- SAS: Term 4 each year