



Positive Behaviour Support

Good Standing



Woodvale Primary School

RATIONALE

At Woodvale Primary School, we believe that students learn best in a welcoming, inclusive and supportive environment where everyone is encouraged to take responsibility for their behaviour and actions. Our school values provide the foundation for fostering positive behaviour, respectful relationships and a strong sense of community. As part of our *Positive Behaviour Support* (PBS) framework, the *Behaviour Matrix* clearly outlines the expected behaviours that are explicitly taught, consistently reinforced and positively acknowledged across all areas of the school.

GUIDING PRINCIPLES

Our guiding principles underpin everything that we do. They are based on the understanding that:

- ensuring positive behaviour is the shared responsibility of school staff, parents and students;
- students need to be explicitly taught the behaviours expected at school;
- different children will require different levels of support to demonstrate appropriate behaviour;
- children will make mistakes; and
- restorative approaches are the most effective way of supporting children to improve their behaviour.

OUR SCHOOL VALUES

At Woodvale Primary School, we demonstrate our five school values.



EXPECTED BEHAVIOURS – WOODVALE PRIMARY SCHOOL BEHAVIOUR MATRIX

At Woodvale Primary School, our expected behaviours and values are outlined in our *Behaviour Matrix*. These concepts are explicitly taught through age-appropriate lessons that support students to understand, practise and apply expected behaviours in a range of school contexts. The behaviours and values are regularly reinforced and reviewed through our fortnightly values focus and at the point of need.

At Woodvale Primary School we display our school values...			
	In the Classroom	Outside the Classroom	In the Community
Determination	- We continue to give our best, even when the work is challenging. - We ask for help when we need to make mistakes to learn. - We ask clarifying questions. - We are persistent that we need to overcome challenges to achieve our personal best. - We set ourselves goals to achieve. - We seek and accept feedback for improvement. - We set realistic goals and strive to achieve them. - We contribute to group tasks for successful outcomes.	- We persist when we get tired playing games. - We work as a team to learn new play equipment. - We set ourselves goals to achieve. - We concentrate during assemblies and school events. - We endeavour to resolve social challenges positively.	- We practise skills learned at school, at home. - We join organisations to develop connections and to make new friends. - We finish projects, even if we are losing interest. - We view others of help as opportunities to improve.
Respect	- We accept the different opinions of others. - We follow adult instructions the first time that they are given. - We take care of school, personal and other's property. - We support everyone's right to learn. - We take our turn off music. - We use quiet voices in the library. - We respect and celebrate our differences. - We greet each other nicely and return greetings.	- We line up outside classrooms quietly and quickly after the bell. - We complete additional school duties willingly. - We use quiet voices to chat during waiting time. - We move quietly around the school during class time. - We wait to be dismissed after sitting. - We return equipment to its storage space. - We walk around gently. - We use bathrooms and drink fountains appropriately. - We consider other's personal space. - We listen quietly at assembly, not speaking throughout.	- We value the traditions and customs of different cultures. - We show gratitude by saying 'please' and 'thank you'. - We offer seating to our visitors in the hall. - We accept the decisions made by those responsible for doing so.
Responsibility	- We are responsible with our own equipment. - We ask before we use the equipment. - We put children in the correct line. - We take care of our things. - We walk in learning zones. - We use technology as per teacher instructions. - We take what we need to specialist classes.	- We do not bring playing or mess. - We do not bring weapons to school. - We report damaged property and unsafe behavior to a duty teacher. - We use quiet voices to chat during waiting time. - We place food items in the food storage. - We return equipment to its storage space. - We go to the toilet during breaks. - We use our school uniform appropriately. - We go and sit in the designated area. - We use resources when it is out for a long time. - We play with safety.	- We complete home chores without being asked. - We help those who need it when we are able. - We wait patiently in queues. - We look for suitable opportunities to volunteer in our community. - We return library books by the due date. - We represent our school and family with behaviours that reflect our values.
Kindness	- We use positive language to encourage others. - We provide support to those who need help. - We share and take turns. - We include others in class discussions and group activities. - We respond appropriately to offers of help.	- We help others who need assistance. - We wait for our turn patiently when playing. - We invite others to join in games. - We use words to resolve conflict. - We use words to resolve conflict. - We use words to resolve conflict. - We use manners when communicating.	- We include all team members in group activities. - We help those who need it when we are able. - We wait patiently in queues. - We look for suitable opportunities to volunteer in our community. - We return library books by the due date. - We represent our school and family with behaviours that reflect our values.
Integrity	- We own our behaviour choices. - We complete our own work. - We take pride in our work. - We actively contribute to group tasks without prompting. - We tell the truth at all times, regardless of consequences.	- We speak kindly about others in their absence. - We observe the rules of the games we choose to play. - We are confident, not boastful. - We speak up when we see unsafe behavior. - We speak up when we see unsafe behavior. - We speak up when we see unsafe behavior. - We speak up when we see unsafe behavior.	- We complete assigned homework. - We report inappropriate online content or interactions. - We make healthy food choices. - We follow through with our commitments.

GOOD STANDING

Good Standing is a status that all Woodvale Primary School students are granted at the beginning of every school year. It is the responsibility of each student to maintain their Good Standing.

Good Standing recognises students who consistently demonstrate the Woodvale Primary School Values of **Determination, Respect, Responsibility, Kindness and Integrity** and the expected behaviours on our *Behaviour Matrix*. Students with Good Standing are eligible to participate in school reward activities, social activities and opportunities to represent the school. Students who lose their Good Standing will not be eligible to participate in events during their loss of Good Standing period.

MAINTAINING GOOD STANDING

Students maintain Good Standing by:

- Demonstrating the Woodvale Primary School Values.
- Following school expectations on the Woodvale Primary School Behaviour Matrix.

LOSS OF GOOD STANDING

Students will lose their Good Standing following a serious breach of school expectations or a pattern of repeated inappropriate behaviour. Refer to *Tier 1: 5-Step Behaviour Continuum*. Students lose their Good Standing if they:

- receive **six (6) Buddy Class – Reset and Reflect**
- receive **three (3) Pink Slips** (Office Referral)
- are suspended

REGAINING GOOD STANDING

To regain Good Standing, students are required to demonstrate the expected behaviours outlined in the Woodvale Primary School *Behaviour Matrix* for a total of **10 cumulative school days**.

During this period, students will be supported to achieve success through a range of appropriate interventions and strategies. These may include, regular check-ins, movement or sensory breaks, self-regulation strategies, goal setting, restorative conversations and other individualised supports as required.

The 10-day period may be adjusted at the discretion of the Principal to accommodate the individual needs of students requiring a personalised return process.

Students must accumulate the required number of successful days demonstrating expected behaviours. If a student breaches their *Good Standing Behaviour Agreement* or is absent from school during this period, those days will not count towards the total required days to regain Good Standing. The Return to Good Standing period will continue until the student has successfully earned the required 10 days.

Student progress will be monitored and recorded on a *Return to Good Standing Monitoring Log*. Once the student has successfully demonstrated the expected behaviours for the required number of days and met the conditions of the Return to Good Standing process, parents/carers and the student will be informed when Good Standing has been reinstated.

LOSS OF ACTIVITIES/PRIVILEGES

During the cumulative 10-day period the student will not be eligible to participate in school privileges, including activities, events and rewards.



These include, but are not limited to:

- Incursions
- Excursions
- Sports carnivals
- Interschool events
- Class-based or whole-school reward activities
- Special clubs
- Camps
- Discos
- P&C events, and other social activities as determined by the principal.
- End of semester whole school Good Standing rewards
- If a Year 6 Leader loses their Good Standing, they will lose the privilege to represent their school and complete their role until their Good Standing is reinstated.

Students who receive **two** Loss of Good Standing notifications within a given semester will not be eligible to participate in the whole-school End of Semester Good Standing reward. Students who receive two Loss of Good Standing notifications may also be placed on an Individual Behaviour Support Plan to assist them in developing the skills and strategies required to meet behavioural expectations and experience success at school.