



Positive Behaviour Support

Responding to Unproductive Behaviour



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...	WOODVALE PRIMARY SCHOOL		
	In the Classroom	Outside the Classroom	In the Community
	Determination - We continue to give our best, even when the work is challenging. - We understand that we need to make mistakes to learn. - We ask clarifying questions. - We put ourselves to sleep on tasks. - We seek and early feedback for improvement. - We put realistic goals and strive to achieve them. - We contribute to group tasks for successful outcomes.	- We persist when we get tired during games. - We work as a team to reach our goals. - We are kind to our friends, family and others. - We use our words 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 others of help.	- We practice skills learned at school, at home. - We join organizations to develop connection and to make new friends. - We finish projects, even if we are losing interest. - We view offers 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 hats off inside. - 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 silently. - We are kind to our friends, family and others. - We use our words 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 others of help.	- We value the traditions and customs of different cultures. - We show gratitude by saying 'please' and 'thank you'. - We look for authentic 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.
	Responsibility - We are organized with our own equipment. - We ask before we leave the classroom. - We are tidy and clean. - We work in learning areas. - We use quiet voices in the library. - We take what we need to specialist classes.	- We are kind to our friends, family and others. - We use our words 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 others of help.	- We complete home chores without being asked. - We reduce, re-use and recycle to preserve the environment. - We return library books by the due date. - We represent our school and family with behaviours that reflect our values.
	Kindness - We are kind to our friends, family and others. - We use our words 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 others of help.	- We are kind to our friends, family and others. - We use our words 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 others of help.	- We include all team members in group activities. - We help those who need it when we are able. - We work patiently in sports. - We look for authentic 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 are kind to our friends, family and others. - We use our words 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 others of help.	- We complete assigned homework. - We report inappropriate online content or interactions. - We make healthy food choices. - We follow through with our commitments.

RESPONDING TO UNPRODUCTIVE BEHAVIOURS

Student behaviour that does not meet school expectations is viewed as an opportunity for learning and growth. Staff respond by providing clear guidance, reteaching expectations and supporting students to make positive choices. Strategies such as prompting, redirecting, reteaching, providing choices, reflection and restorative conversations help students return to successful participation in learning. The steps in the continuum below should be seen as supports and opportunities for students to reset and refocus, in order to make positive behaviour choices.

When a student displays behaviour that does not meet expectations, staff will respond using a step-by-step approach, as outlined below. Classroom Teachers and Specialist Teachers will use the *Class Daily Behavioural Tracking Sheet* to track student progress on the *5-Step Behaviour Continuum*. Please note, students with complex behavioural needs and disability may be supported through alternative processes and strategies in accordance with their individual documented plan.

TIER 1: 5-STEP BEHAVIOUR CONTINUUM



Low Key Responses

Teachers use *Low Key Responses* in their interactions and when managing student behaviour. *Low Key Responses* are evidence-based strategies that allow teachers to manage classroom routines quietly and in a calm manner.

Key attributes of *Low Key Responses*:

- Use minimal verbal communication
- Are not a distraction to the rest of the class
- Allow the lesson to continue to flow
- Do not invite escalation

Steps 1 & 2 - Values Reminder & Warning

At Steps 1 and 2, the student will firstly be reminded about our school values and expected behaviours as outlined in our *Behaviour Matrix* and then provided with a more formal warning.

Step 3 – In Class Reset & Reflect

Teachers utilise an *In Class Reset & Reflect* to provide the student with an opportunity to reset and reflect on their behaviour whilst being moved away from external factors. This involves providing students with a dedicated quiet and non-stimulating place in the classroom, so that they can regulate their behaviour, reset and reflect. The duration of this period is determined by the classroom teacher and is generally short-term. Should a student refuse to go to *In Class Reset & Reflect*, the next step in the continuum applies.

Step 4 – Buddy Class Reset & Reflect

Should a student's behaviour continue to escalate, the student is sent to a *Buddy Class Reset & Reflect*. This involves the student visiting a nearby classroom and engaging in self-reflection using the *Buddy Class Reflection Questions*. Students engage in a reflective/restorative conversation with their teacher based on the questions upon returning to their class. The duration of this period is again short-term and should not exceed 15 minutes. Should a student refuse to go to *Buddy Class Reset & Reflect*, the next step in the continuum applies. *Buddy Class Reset & Reflect* links directly to our *Good Standing Policy* and can affect a student's retention of Good Standing.

Step 5 – Office Referral (Pink Slip)

At Step 5, the student is referred to Administration with a *Pink Slip*. A member of Administration (Principal/Deputy Principal) will engage with the student to reflect, teach and provide strategies to enable the student to make positive behaviour choices in the future. Discussions with students are guided by our *Behaviour Matrix*. Students are supported to address their behaviours using restorative processes, aimed at developing empathy, resilience and restoring relationships.

Consequences, such as, detention, playground timeout, in office withdrawal or suspension may be applied.

Please note, all major behaviour incidents are immediately referred to the office via an *Office Referral - Pink Slip*. Pink Slips link directly to our *Good Standing Policy* and can affect a student's retention of Good Standing.

Suspension (Principal Initiated)

In accordance with the Education Ministers *Standing Together Against Violence* and Department of Education policies, all Serious Breaches of School Discipline and major behaviour incidents involving physical violence towards students and staff may result in the suspension of a student for a period determined by the Principal. An *Individual Behaviour Support Plan* (IBSP) may be developed and implemented to support the student's behaviour, in consultation with the parent/guardian, classroom teacher and student.

PARENT COMMUNICATION

Parents will be contacted when the student:

- receives Step 4 and 5 on the 5-Step Behaviour Continuum
- is involved in a serious breach of behaviour that may result in a suspension
- is close to losing their Good Standing
- has lost their Good Standing
- has their Good Standing reinstated.