East Wanneroo Primary School

Student Behaviour Policy and Guidelines

Endorsed by School Board: September 2026

Review Date: September 2028

East Wanneroo Primary school is a Positive Behaviour Support (PBS) school. PBS is a whole-school approach to teaching, encouraging and reinforcing positive student behaviour. It focuses on explicitly teaching expected behaviours, recognising and reinforcing them, and providing increasing levels of support for students who need it. PBS sits within the Department's broader **Student Behaviour in Public Schools** framework and is intended to promote safe, inclusive and supportive learning.

At East Wanneroo Primary School, we follow our PBS values -

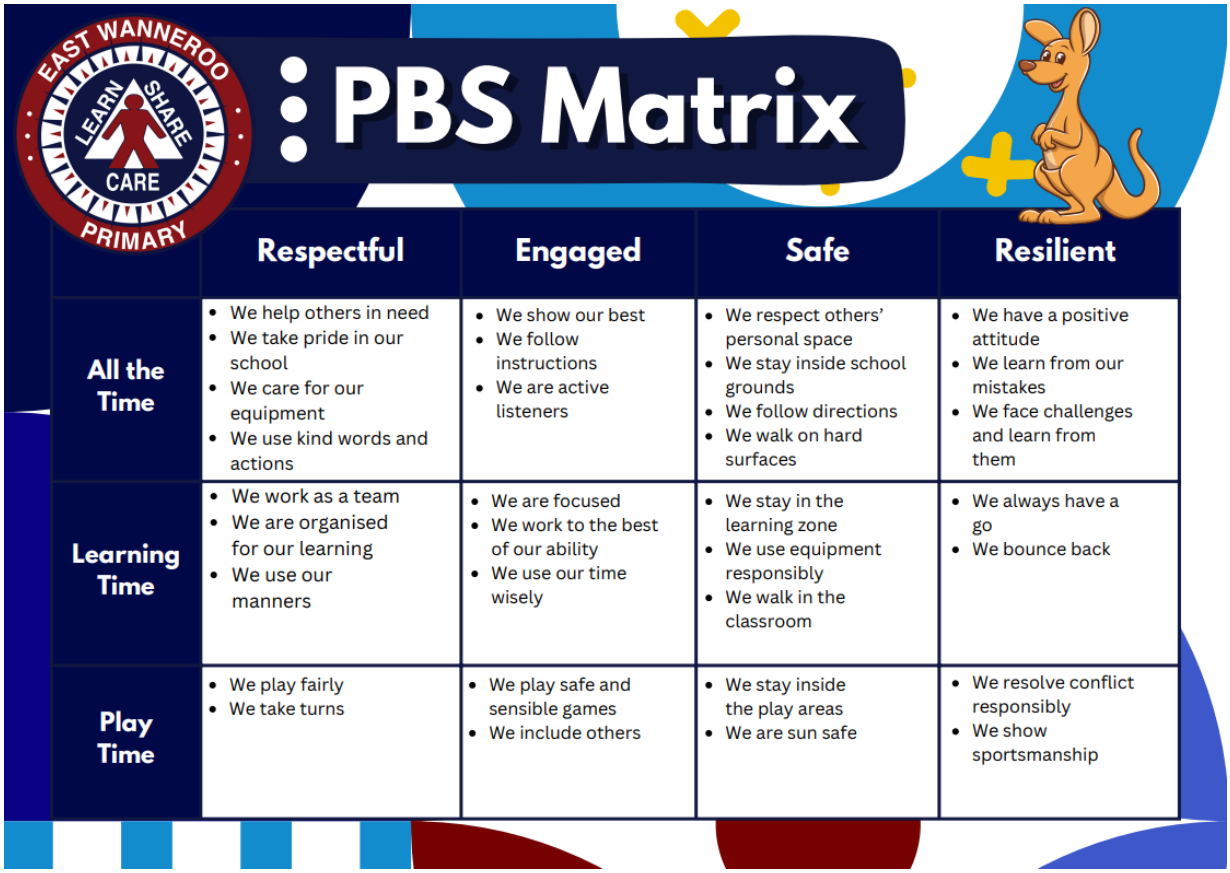
- We are **Respectful**
- We are **Engaged**
- We are **Safe**
- We are **Resilient**

Our vision of ***we learn, we care, we share*** is supported through our PBS values and expected behaviours using our Matrix. We use our PBS framework with fidelity and consistency. We believe that positive student behaviour is essential to promote engagement in learning and to maximise the impact of classroom teaching.

At EWPS, we develop PBS by:

- Using a consultative, collaborative community owned process which is facilitated through a representative PBS leadership team.
- A consistent, whole-school approach with a common language regarding positive behaviour expectations.
- Using our PBS Matrix to explicitly teach, reinforce and acknowledge expected behaviours across all settings.
- Following a behaviour flowchart that highlight steps to take when presented with minor or major behaviours.
- Teaching expected positive behaviours through fortnightly focuses and daily lessons.
- A whole school acknowledgement system that uses free/frequent, short and long-term acknowledgement.

PBS Expectations Matrix



	Respectful	Engaged	Safe	Resilient
All the Time	• We help others in need • We take pride in our school • We care for our equipment • We use kind words and actions	• We show our best • We follow instructions • We are active listeners	• We respect others' personal space • We stay inside school grounds • We follow directions • We walk on hard surfaces	• We have a positive attitude • We learn from our mistakes • We face challenges and learn from them
Learning Time	• We work as a team • We are organised for our learning • We use our manners	• We are focused • We work to the best of our ability • We use our time wisely	• We stay in the learning zone • We use equipment responsibly • We walk in the classroom	• We always have a go • We bounce back
Play Time	• We play fairly • We take turns	• We play safe and sensible games • We include others	• We stay inside the play areas • We are sun safe	• We resolve conflict responsibly • We show sportsmanship

Roles and Responsibilities

Administration

- Prioritise the safety and wellbeing of students and staff.
- Support teachers with implementing the Student Behaviour Management Process and actions.
- Support the development of documented plans.
- Provide professional learning and support for staff to implement effective strategies where appropriate.
- Maintain appropriate records of significant behaviour incidents using Compass.
- Ensure that suspensions and exclusions are end of the line management practice and utilised in accordance with Department of Education policy.

Teaching staff

- Establish a safe, inclusive and supportive classroom environment.
- Use Classroom Management Strategies (CMS) to support PBS.
- Explicitly teach, monitor, reinforce, remind and reteach the expected behaviours in the behaviour Matrix and whole school procedures.
- Follow the steps outlined in EWPS minor and major behaviour flowchart when responding to unproductive behaviour.
- Refer major behaviour incidents to administration using a purple card and recording details using a purple slip.
- Report student progress and concerns to parents.
- Establish and maintain a documented plan for students who require extra support.

Students

- Demonstrate the PBS behaviour values and expectations.
- Contribute to a safe, inclusive and supportive learning environment.
- Take responsibility for their choices and behaviour.
- Use appropriate strategies to regulate emotions and manage conflict.
- Seek help from an appropriate adult when they are experiencing difficulty.
- Participate honestly in restorative or problem-solving processes where appropriate.
- Make reasonable efforts to repair harm caused by their behaviour.
- Comply with reasonable consequences arising from their behaviour.

Parents / carers

- Discuss concerns with their child’s teacher.
- Support EWPS’s behaviour expectations and encourage their child to follow them.
- Work in partnership with EWPS staff to address any behaviour concerns.
- Participate in meetings and behaviour-support planning where reasonably required.
- Encourage their child to take responsibility for their behaviour.
- Support agreed strategies at home where appropriate.
- Inform the school of relevant circumstances that may affect their child's engagement, wellbeing or behaviour.

Behaviour management process

At East Wanneroo Primary School, Classroom Management Strategies (CMS) informs our behaviour management process. Staff use evidence-based instructional strategies that increase students' active participation and classroom engagement, leading to improved social behaviour and outcomes for students.

Recognition of positive behaviour

Acknowledging positive behaviour is to ensure the reinforcement of our expected behaviours, develop engagement and accountability. Strategies include, but are not limited to:

- Verbal praise and feedback
- Honour certificates
- PBS certificates
- Dojo points (free and frequent acknowledgement)
- Prize from class prize box when students reach 50 dojo points PP-6 or 20 dojo points for Kindergarten (short term acknowledgement)
- Whole school term reward when students reach 100 dojo points for PP-6 or 40 dojo points for Kindergarten (long term acknowledgement)

Responding to unproductive behaviour

Unproductive behaviour requires feedback and is viewed as a teaching opportunity. Teachers use strategies such as prompting, re-directing, re-teaching, providing choice, counselling and educative consequences to address student misbehaviour.

Our EWPS behaviour flowchart is used when responding to minor and major behaviours.

Administration referrals

Significant negative behaviours are referred to the administration team using a 'purple slip' and may have a consequence which is determined by the principal or a deputy principal, these can include -

- Counselling
- Restorative conversations
- Detention
- Withdrawal
- Suspension

Behaviour Management Plans

For frequent severe behaviour, a Behaviour Management Plans (BMP) will be developed. BMPs are to be created through *SEN planning* and specifies behaviours of concern, strategies to prevent and respond to those behaviours. The plan is developed collaboratively with relevant staff and their parent or carer and is reviewed regularly to ensure it supports the student's engagement, wellbeing and learning.

Restorative Practice

To support the building and maintaining of strong relationships across East Wanneroo Primary School community, restorative approaches are encouraged.

A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur. This approach aims to support our students ongoing focus in displaying our schools' values of ***Respectful, Engaged, Safe*** and ***Resilient.***

Examples of restorative questions to resolve conflict:

1. What happened?

2. What were you thinking about at the time?

3. What have your thoughts been since?

4. Who has been affected by what happened?

5. In what way have they/you been affected?

6. What do you think needs to happen to make things right? If the same thing happened again, what would you do differently?

Good Standing

'Good standing' refers to the need for students to maintain a certain level of behavioural expectations, to be considered for additional privileges at school. All students start with good standing.

A student can lose good standing after a breach, or series of breaches of our school expectations. These include, but are not limited to -:

- starting a fight
- making physical contact with the intention to harm
- filming a fight
- sharing or promoting violence
- use or possession of e-cigarettes and vapes
- repeated office referrals for negative behaviour

Students who lose *good standing* may be withdrawn from non-curricular school activities, such as camps, interschool sporting events, PBS reward days, choir, student leadership roles, graduation events, Lego club and other school social activities, for example discos and colour runs. The loss of good standing is determined by the principal in consultation with relevant staff.

If a student loses good standing, we will communicate with the student and parent/carer the reason, the implications, and the plan to improve behaviour including a pathway for the student to regain good standing. The plan to regain good standing will be developed by school staff and will be tailored to the individual and target behaviours.