



# Rosalie Primary School

## POSITIVE BEHAVIOUR PLAN



Department of  
Education

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## School Vision

Our school community supports and encourages each child to be their best and celebrates their efforts and successes.

## Statement of Purpose

Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights:

- rights of all students to learn
- rights of teachers to teach
- rights of all to be safe.

The Rosalie Primary School (RPS) community values a safe and supportive environment, where positive working relationships are integral to high quality learning. This policy has been developed for our school and is based on a whole school approach to managing student behaviour, focused on a Restorative Practices approach.

## Aims

RPS aims to:

- create a positive learning environment within the school so that teachers and students can work and learn together
- recognise and celebrate the members of the school community whose behaviour promotes the Rosalie Values
- establish a clear set of consequences for individuals who do not accept their responsibilities and don't meet our behavioural expectations, so that they are encouraged to recognise and respect the rights of others
- establish procedure so that conflicts can be resolved in a positive manner
- establish clear guidelines that protect the rights of all individuals, where the procedures, consequences and rewards are clearly defined and known by the whole school community and ensure that the implementation is fair and equitable and takes into account the needs of all students
- maintain a partnership between teachers and parents based on the belief that our high expectations for our students will only be achieved through a united effort.

## Code of Behaviour

Our Code of Behaviour relates to our Rosalie Values:

- **Be Your Best** – We choose to use integrity, develop resilience and be the best version of ourselves.
- **Be Kind** – We choose to be kind which means we listen with empathy, show compassion, act with care and are inclusive in our words and actions.
- **Be Respectful** – We choose to be respectful to others in a positive and dignified manner that acknowledges individuals for their uniqueness.
- **Be Responsible** – We choose to be responsible for what we say, what we do and who we are.

## Rights and Responsibilities

Students have the <b>RIGHT</b> to:	Students have the <b>RESPONSIBILITY</b> to:
<ul style="list-style-type: none"><li>• access the best possible education</li><li>• learn in a purposeful, supportive and well-resourced environment</li><li>• be treated fairly and be respected as an individual</li><li>• learn and play in a safe, secure, friendly and clean environment.</li></ul>	<ul style="list-style-type: none"><li>• take responsibility for their own learning and behaviour</li><li>• follow directions from staff at all times</li><li>• treat others and their property with respect and fairness</li><li>• care for the school environment</li><li>• follow the expectations outlined in the Rosalie Values.</li></ul>
Staff have the <b>RIGHT</b> to:	Staff have the <b>RESPONSIBILITY</b> to:
<ul style="list-style-type: none"><li>• feel safe at school</li><li>• work in a purposeful, supportive and non-disruptive environment</li><li>• be treated with respect by children, peers and parents</li><li>• access appropriate professional development.</li></ul>	<ul style="list-style-type: none"><li>• establish positive relationships with students, parents and colleagues</li><li>• understand the school's Positive Behaviour Plan and be consistent in its implementation</li><li>• develop and maintain a positive classroom environment and display classroom expectations</li><li>• document student misbehaviour.</li></ul>
Parents have the <b>RIGHT</b> to:	Parents have the <b>RESPONSIBILITY</b> to:
<ul style="list-style-type: none"><li>• be informed about policies and procedures</li><li>• be informed of curriculum material, behaviour management procedures and decisions affecting their child's health, safety and wellbeing</li><li>• be informed of their child's progress and receive accurate, honest and fair feedback</li><li>• be assured of confidentiality in all matters.</li></ul>	<ul style="list-style-type: none"><li>• respect the rights of all staff, students, parents and community members.</li><li>• ensure their child attends school regularly</li><li>• contact the school immediately if an issue or concern arises</li><li>• keep relevant staff members informed and up-to-date about matters that may affect their child's behaviour</li><li>• respect the privacy of all members of the school community</li><li>• support the school in providing the best possible education for all children at the school.</li></ul>

Additionally, RPS states that students must:

- follow our playground expectations
- consider the safety of others at all times by keeping hands and feet to themselves and not participating in any irresponsible activity likely to cause harm
- ensure that only teacher-approved items are brought to school
- keep the school in neat and tidy condition. All food scraps and rubbish to be put in the appropriate bins *e.g. food scraps in the compost bin, recyclable materials in the yellow top bin and all other rubbish in the green bins*
- ride bicycles or other wheeled objects only to and from school not within the school grounds
- only enter or remain in the classroom when a teacher is present.

## Establishing and Maintaining Positive Behaviour

To establish and maintain the students' positive behaviour RPS has:

- an incentive program, which acknowledges appropriate student behaviour
- staff displaying a positive attitude and maintaining a safe classroom environment
- individual behaviour plans to meet individual student needs
- behaviour matrices promoting pro-social behaviours on a whole school level using our Rosalie Values
- consistent expectations regarding student behaviour.

## Positive Incentives for Student Management

RPS has the following positive incentives:

- individual classroom incentives
- positive phone calls and emails home
- merit certificates at the Friday assemblies
- sending students up to the administration team to celebrate work that shows considerable improvement or outstanding effort
- faction tokens awarded to students displaying the school values.

## **Management of Incidents**

### **Restorative Practice**

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

### **Primary Prevention**

All classroom teachers have a displayed 'Classroom Expectations' poster consistent with the school's Positive Behaviour Plan, that is supported and understood by both students and their parents. Students should have input into the creation of classroom expectations in Term 1. Relevant behaviour documents are established, displayed and reinforced. Professional development for staff is provided as required. Information is gathered from students and staff about students' behaviour to direct planning for improvement. Positive reward systems such as Merit Awards and faction tokens are implemented, maintained and supported. Environmental adjustments are made to support students with inappropriate behaviours and the school will work with outside agencies to modify their behaviour.

### **Reporting and Recording**

All staff promote the need and responsibility of children to report incidents of concern, including bullying, involving themselves or others. When a student approaches a staff member and reports an incident, the incident is investigated and recorded. Critical incidents are further investigated and documented on the School Information System (SIS). Follow-up is both immediate and ongoing. If the incident occurs out of class, the classroom teachers of students involved are informed. Incidents will be recorded in accordance with Department policy.

### **Intervention**

Children demonstrating inappropriate behaviour, their victims and bystanders (if appropriate) are offered counselling and support. If incidents are ongoing, parents are contacted and appropriate consequences are implemented. These consequences are decided on a case by case basis to best address the behaviour and individual student needs. A Behaviour Support Plan (BSP) is created for students who show extreme behaviours and require additional support or intervention at school level, including the School Psychologist, and/or with outside agencies. BSP planning also includes the parents of the child and requires parental sign off before being implemented.

## Guidelines for School Suspension

The placing of students on suspension will be authorised by the principal or, associate principals, where the principal is unable to exercise the suspension. Parents will be contacted and notified before a decision of suspension is made, except in exceptional circumstances. Parents will be provided with the opportunity to give reasons against the decision to suspend and/or the length of the suspension.

The suspension will be entered into SIS and the Online Incident Notification System. The student will be provided with learning activities to complete during the suspension period. The principal will notify parents or guardians of the need for a re-entry meeting with the student and themselves to ensure that their behaviour is appropriate upon their return to school.

## Physical Restraint of a Student

The principal will ensure that physical restraint of a student is only used:

- in circumstances where a student's emotional or behavioural state prevents other strategies to maintain the good order of the learning environment from being successful;
- where that emotional or behavioural state poses imminent risk of harm to self or others or risks significant damage to property
- for the minimum amount of time needed for the student to recover an emotional or behavioural state whereby less restrictive strategies may be successful.

The principal will only authorise a plan to apply physical restraint as an ongoing strategy for a student when it has been developed in consultation with and agreed by the parents/carers and written in the documented plan.

## Restorative Conversation

The following questions should be used during a restorative conversation:

- What happened?
- What were you thinking?
- What are you thinking now?
- Who has been hurt or is upset because of what you have done?
- What do you need to do to make things right?
- What will you do differently next time?

## RPS Good Standing Policy

Good Standing emphasises the importance of taking responsibility for negative choices students may make and which may ultimately have an effect on their safety and/or learning and the safety and/or learning of others. It is the responsibility of each student to maintain their Good Standing.

Good Standing is provided to maintain consistency in our decision-making processes. It is important to note that these are guidelines and if there are extenuating circumstances that have resulted in the negative behaviours or there is a significant period of positive behaviour since the previous negative behaviour then, these factors will be considered. Any decision to withdraw or maintain Good Standing will be at the discretion of the principal or associate principals.

- Good Standing is issued at RPS:
  - as a student enters the school
  - at the commencement of each school year.
- To maintain Good Standing at RPS, students must:
  - follow the school expectations set out in our behaviour matrices and classroom expectations.
  - not be involved in any major behaviour breaches including but not limited to:
    - verbal abuse of other students
    - verbal abuse of staff
    - threatening other students
    - threatening staff
    - intimidating other students
    - intimidating staff
    - E-breaches (technology misuse):
      - ❖ inappropriate searches (explicit nature)
      - ❖ logging into social media accounts
      - ❖ Logging into other people's accounts
      - ❖ making inappropriate E- texts (explicit nature)
      - ❖ sharing inappropriate searches, material, E-texts with other students
      - ❖ cyberbullying at school
      - ❖ using a mobile phone during school hours.
    - fighting
    - damage to property
    - physical abuse of other students (automatic suspension)
    - physical abuse of staff (automatic suspension).



- Students will lose Good Standing for:
  - any breach of the above; or
  - for three bench time withdrawals in a term
  - for three office withdrawals in a term
  - for one suspension.
- Regaining Good Standing:
  - Students will regain their Good Standing after negotiation with Administration, on a case by case basis.
- Parent Contact Regarding Good Standing:
  - All parents/guardians will be informed about Good Standing at the initial parent-teacher meeting in February.
  - This policy is available to all parents/guardians, at all times, via the RPS website.
  - Students who lose their Good Standing will have their parents/guardians contacted to discuss their loss, how the student will regain it, and what specifically their child will miss out on as a result.
  - When a student regains their Good Standing, their parents/guardians will be notified.
- Students with Good Standing will be eligible for:
  - RPS merit certificates
  - classroom-based rewards
  - participation in interschool events or school-based faction/sports events
  - graduation events
  - Year 6 only - having a leadership position or graduation events
  - represent RPS in any activities
  - social based activities: disco, camp, school-based social incursions/excursions.
- Students on a BSP will have allowances made, as is appropriate to the situation.



# BEHAVIOUR INTERVENTION AND REPORTING

## CLASSROOM BEHAVIOUR

### POSITIVE CLASSROOM ENVIRONMENT

TEACHERS AND STUDENTS INTERACT POSITIVELY. STUDENTS ARE GIVEN POSITIVE INCENTIVES FOR RESPONSIBLE BEHAVIOUR.



**RULE REMINDER**



**NAME ON BOARD**



**ONE CROSS NEXT TO NAME**



**SECOND CROSS: REFLECTION SHEET  
COMPLETED DURING BREAK**



**RECORDED IN SIS**

## PLAYGROUND BEHAVIOUR

### POSITIVE PLAY ENVIRONMENT

TEACHERS AND STUDENTS INTERACT POSITIVELY. STUDENTS ARE GIVEN POSITIVE INCENTIVES FOR RESPONSIBLE BEHAVIOUR.



**PLAYGROUND EXPECTATIONS REMINDER**



**RESTORATIVE CONVERSATION WITH THE DUTY  
TEACHER. INFORM CLASSROOM TEACHER**



**SIT ON THE BENCH. FILL IN  
A REFLECTION SHEET**



**RECORDED IN SIS**

**NOTE: EXTREME BEHAVIOUR MAY RESULT IN THE NEED TO CIRCUMVENT SOME STAGES OF THE PROCESS AND MAY RESULT IN SUSPENSION.**

# SCHOOL GROUNDS EXPECTATIONS MATRIX



Area	Be Your Best	Be Kind	Be Respectful	Be Responsible
<b>Oval &amp; Basketball Courts</b>	<ul style="list-style-type: none"> <li>• show good sportsmanship</li> <li>• play with fair rules</li> <li>• listen to instructions</li> </ul>	<ul style="list-style-type: none"> <li>• play your game in your own area</li> <li>• help someone if they are hurt or in trouble</li> <li>• include others</li> </ul>	<ul style="list-style-type: none"> <li>• share &amp; take turns</li> <li>• take care of school equipment and each other</li> <li>• respect each others' games</li> </ul>	<ul style="list-style-type: none"> <li>• use equipment safely</li> <li>• play safely</li> <li>• wear your hat</li> <li>• be aware of the safety of others</li> </ul>
<b>Playgrounds and Equipment</b>	<ul style="list-style-type: none"> <li>• good sportsmanship</li> <li>• support one another and include others</li> <li>• wait patiently for your turn</li> </ul>	<ul style="list-style-type: none"> <li>• take turns</li> <li>• speak nicely to each other</li> <li>• apologise if you accidentally bump someone</li> </ul>	<ul style="list-style-type: none"> <li>• respect the environment around you</li> <li>• return sports equipment neatly</li> </ul>	<ul style="list-style-type: none"> <li>• use play equipment safely and appropriately</li> <li>• keep your hands to yourself</li> </ul>
<b>Moving Around Classrooms</b>	<ul style="list-style-type: none"> <li>• pick up litter to keep our school beautiful</li> <li>• walk around people's games</li> <li>• help someone in need</li> </ul>	<ul style="list-style-type: none"> <li>• smile and say hello to people as you pass</li> <li>• walk in a sensible and safe manner</li> </ul>	<ul style="list-style-type: none"> <li>• walk around the gardens</li> <li>• be aware of people around you</li> <li>• walk quietly around classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• walk in a sensible and safe manner when on a pathway</li> <li>• walk your scooter/bike</li> </ul>

# COMMON AREA EXPECTATIONS MATRIX



Area	Be Your Best	Be Kind	Be Respectful	Be Responsible
<b>Library</b>	<ul style="list-style-type: none"> <li>• if you see a book or chair out of place return it to where it belongs</li> </ul>	<ul style="list-style-type: none"> <li>• smile at the library captains and school library officer</li> <li>• offer to help place returned books to the shelf</li> </ul>	<ul style="list-style-type: none"> <li>• be quiet in the library to allow others to enjoy the quiet space</li> <li>• take care of library books</li> </ul>	<ul style="list-style-type: none"> <li>• return books on time</li> <li>• look after library property</li> <li>• use a shelf marker when browsing books</li> </ul>
<b>Undercover Area</b>	<ul style="list-style-type: none"> <li>• offer to help set up and pack away chairs for assembly</li> <li>• try your best during your assembly presentation</li> </ul>	<ul style="list-style-type: none"> <li>• let the junior primary students in first</li> <li>• clap to celebrate the efforts of other students</li> </ul>	<ul style="list-style-type: none"> <li>• listen to all speakers</li> <li>• sit down quietly</li> <li>• stand still for the national anthem</li> <li>• leave the assembly area carefully</li> </ul>	<ul style="list-style-type: none"> <li>• role model positive behaviour to other students</li> <li>• sing our school song and national anthem proudly</li> </ul>
<b>Toilets</b>	<ul style="list-style-type: none"> <li>• if you see someone misusing the toilets report it to a teacher</li> <li>• leave when you are finished</li> </ul>	<ul style="list-style-type: none"> <li>• patiently wait your turn</li> <li>• leave the area clean and dry</li> </ul>	<ul style="list-style-type: none"> <li>• respect the privacy of others</li> <li>• keep the toilets clean by using them properly</li> </ul>	<ul style="list-style-type: none"> <li>• use the toilets appropriately</li> <li>• practice good hygiene</li> <li>• report any problems</li> </ul>