

GOOLLELAL
PRIMARY SCHOOL



POSITIVE BEHAVIOUR PLAN



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AIM

This plan provides the framework for a whole-school culture of positive behaviour at Goollelal Primary School.

It describes how the Goollelal community will collectively ensure a safe, orderly and inclusive learning environment that supports every child to fulfil their learning potential.

SCHOOL VALUES

Goollelal is a values-driven organisation. We believe that children flourish when immersed in a community of care, respect, teamwork, belonging and learning.



GUIDING PRINCIPLES

This plan is 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.



CODE OF CONDUCT: READY, RESPECTFUL AND SAFE

All members of the Goollelal community have rights and responsibilities (see Appendix 1). Students will meet their responsibilities by following three simple rules. At all times, students must be **ready** to learn, **respectful** and **safe**.


Teachers will explicitly teach the meaning of 'ready, respectful and safe' in an age-appropriate way for the activity being carried out.

GOOLLELAL
PRIMARY SCHOOL

AT
GOOLLELAL,
WE ARE...

READY  

RESPECTFUL  

SAFE  

RESTORATIVE APPROACHES

“Restorative approaches are a way of thinking and interacting that puts relationships at the centre of all actions and decisions. Restorative approaches are empathic, responsive to need, view conflict as opportunities to learn and grow, and build accountability for actions and processes to repair harm.”

Source: Student Behaviour in Public Schools Policy (2023, Department of Education)

Every community member has a role to play in teaching our children to display positive behaviour. Discipline should not be something that adults do ‘to’ children; rather, it is a quality that we teach the children to develop in themselves.

This does not mean that actions have no consequences. Rules and consequences are a necessary part of living in any society. However, the way these rules are developed and applied is important.

In a restorative approach, students are actively involved in repairing any harm that has been caused, focusing on strengths and solutions rather than judgement and blame. Sample restorative questions include:

- What has happened?
- What were you thinking at the time?
- Who has been affected?
- What should happen to make things right?

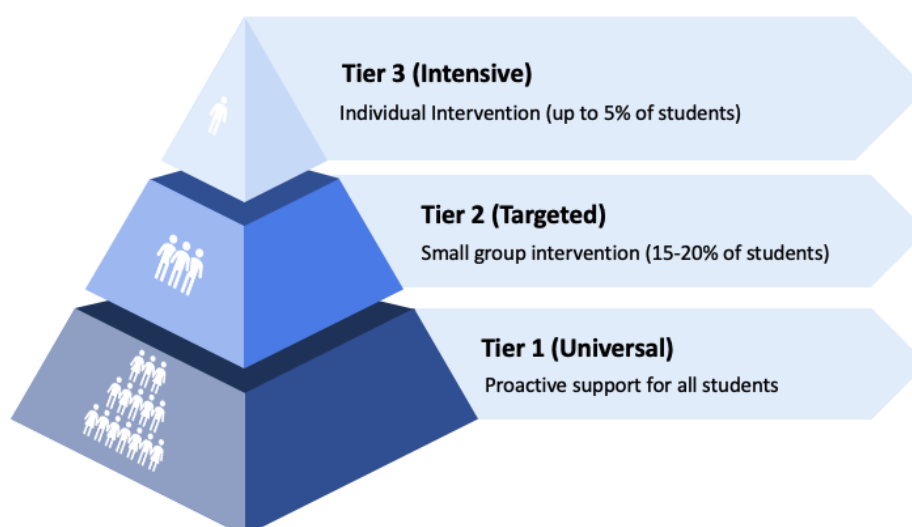
By promoting reflection and rebuilding damaged relationships, a restorative approach builds capacity and minimises the amount of time that a child spends experiencing shame.

BEHAVIOUR SUPPORT PROCEDURES

Goollelal Primary School uses a multi-tiered approach to provide the support that every child needs to display expected school behaviours.

The three tiers are as follows:

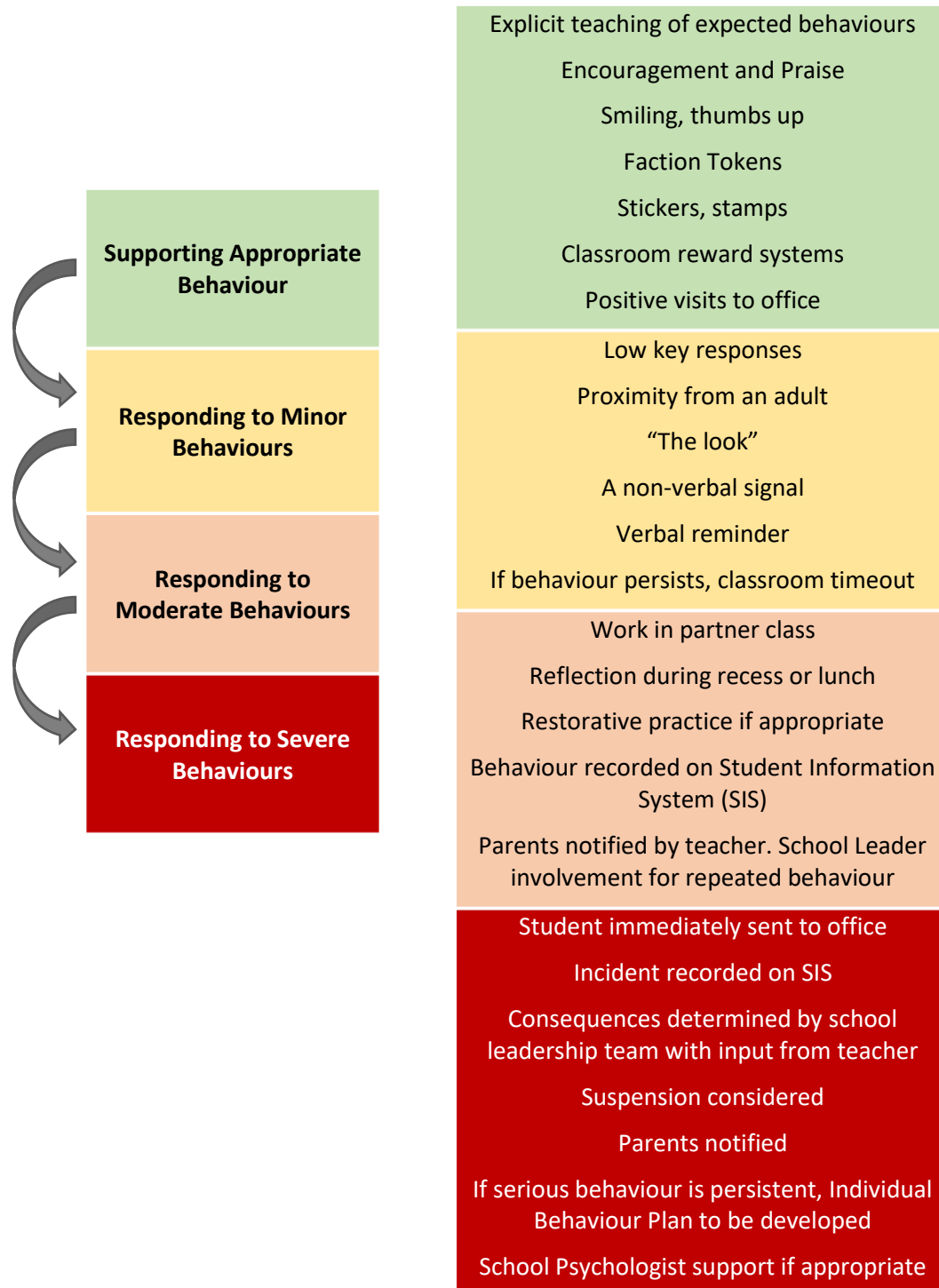
- **Tier 1 (Universal):** These are proactive measures that teach and reinforce the expected school behaviours. Examples include:
 - Explicit teaching of expected school behaviours;
 - Merit certificates;
 - Faction tokens;
 - Teaching of protective behaviours;
 - Values assemblies;
 - Lunch time clubs; and
 - Levels of Behaviour Framework.
- **Tier 2 (Targeted):** These interventions support small groups of students with similar needs. For example:
 - BUZ (Build Up Zone);
 - GRIT (Growth, Resilience, Integrity, Traction); and
 - Restorative justice processes.
- **Tier 3 (Intensive):** Tier 3 interventions reflect the unique needs of individuals who do not respond to Tier 1 and Tier 2 strategies (approximately 5% of students). Tier 3 supports will be documented in a written plan. Examples include:
 - Individual Behaviour Management Plans;
 - Support from School Psychologist; and
 - Support from the School of Special Educational Needs.



WHOLE-SCHOOL BEHAVIOUR RESPONSE PLAN

Using the *Levels of Behaviour* framework (see Appendix 2), classroom teachers and their students will collaboratively map the expected and unexpected behaviours for their class. Teachers will then use a graduated series of responses depending on the seriousness of the misbehaviour.

Wherever possible, corrections to a student’s behaviour will be made discreetly and privately.



REPEATED INAPPROPRIATE BEHAVIOUR

Where students consistently engage in inappropriate behaviour, teachers should first explicitly re-teach and model the expected behaviour to ensure that the child fully understands what is expected.

The child should then rehearse the expected behaviour in a supportive setting. Where appropriate, parents and other key adults, such as the school chaplain, can be involved in this process.

Once the teacher is confident that the child possesses the capacity to display the expected behaviour, the teacher should follow these steps until the student is consistently displaying the expected behaviours.

- Low key responses (gestures, proximity, planned ignore, the look)
- Verbal rule reminders (“hat please, Johnny”);
- Formal reminder, referring to Levels of Behaviour chart;
- Time to reflect in class at designated ‘thinking space’;
- Time to reflect in partner class;
- Reflection and discussion with classroom teacher at recess or lunch;
- Reflection and discussion with school leadership at office;
- Office withdrawal from class.

Where a student is experiencing significant difficulties meeting the school’s behaviour expectations, an Individual Behaviour Plan may be developed, with support and adjusted expectations, to help the child to develop their abilities over time.

SEVERE BEHAVIOUR

Teachers will generally use a graduated sequence of responses to student misbehaviour, beginning with the least intrusive response and slowly increasing in severity as required.

In the event of severe misbehaviour, especially behaviour that places the safety of others at risk, a more serious consequence may be used immediately.

SUSPENSION

At the discretion of the Principal, a student may be suspended from attendance at school as a result of severe inappropriate behaviour. Suspension is used when the child’s behaviour causes significant disruption to the student, other students or staff. It provides an opportunity:

- for the student, other students and staff to calm and recover;
- for all to reflect on and learn from the incident, including participating in restorative processes;
- for the school to evaluate existing behaviour support plans, meet with any internal or external stakeholders, seek advice on how better to support the student, and put in place any adjustments to plans, resources, staff or strategies that may be required; and/or
- for the parent to meet with the school to discuss how to improve coordination between school and home to help the student behave appropriately at school.

GOOD STANDING

Good Standing is a status that all Goollelal Primary School students are granted for following the school code of conduct. Students with good standing are eligible to participate in school reward activities, social activities and to represent the school at events such as interschool sport.

Students may lose their good standing if they do not follow the student code of conduct. Parents and students will be advised if a child's behaviour is putting their good standing at risk.

Students who are suspended or engage in severe misbehaviour will automatically lose their good standing for a set period.

Good standing may be regained by consistently displaying the expected Goollelal school behaviours.

BEHAVIOUR AND DISABILITY

Some forms of disability involve symptoms over which the student has little control but which look like inappropriate behaviour. When determining the response to a breach of school discipline, the Principal must be satisfied that the breach of school discipline was not a symptom of the student's disability.

In determining whether a student's actions are a manifestation of a disability, the school will seek advice from suitably qualified persons. This may include the school psychologist, lead school psychologist and/or the relevant School of Special Educational Needs.

In cases where a student's disability is deemed to be the cause of a child's inappropriate behaviour, the responses in the Whole-school Behaviour Response Plan will be adjusted to suit the needs of the individual student. The school will also plan and implement reasonable adjustments to assist a student with disability to achieve the desired behaviours over time.

PLAYGROUND BEHAVIOUR EXPECTATIONS

A consistent set of rules applies to all students when outside of classrooms. These rules are:

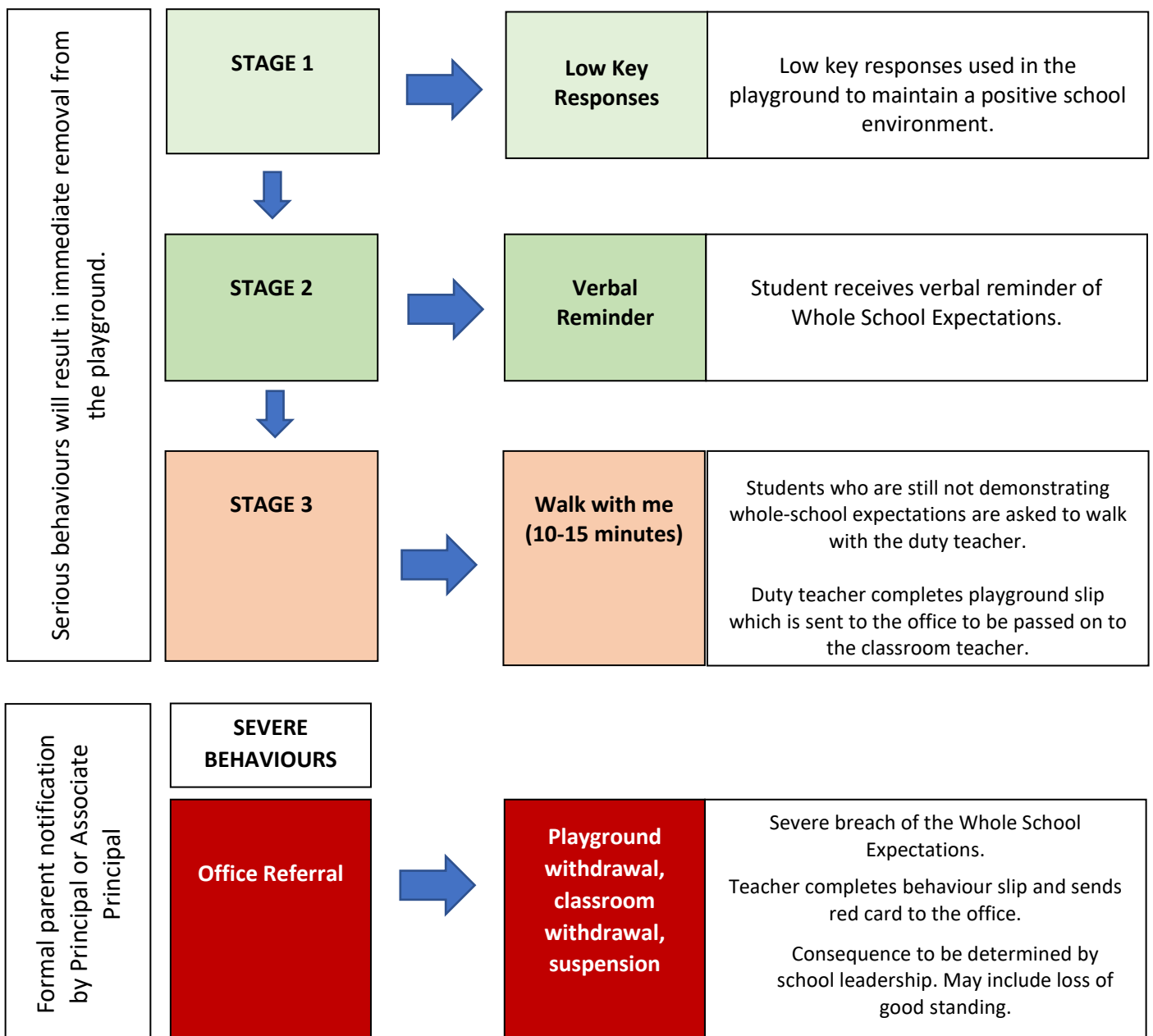
- Respect others and their property;
- Walk on paths;
- Play in set areas;
- Wear shoes and a school hat at all times; and
- Sit to eat and drink during recess and lunch.

These expectations will be taught and reinforced regularly, for example at whole-school values assemblies.

Where students are not following these rules, duty teachers will use a consistent set of responses as outlined in the flowchart below.

Goollelal Primary School Whole School Behaviour & Engagement Plan ~ Playground Process ~

Teachers will guide students to deal with conflict and rebuild relationships using restorative conversations, teaching them how to become resilient problem solvers.



BULLYING

We all have the right to feel safe at all times. This is a right; safety does not need to be earned. With any right there is also responsibility. We have a responsibility to ensure the safety of others too. Bullying can make people feel unsafe and is a very serious issue.

Sometimes the word 'bullying' is used loosely which can diminish its seriousness. The following is a helpful reminder of the differences between being rude, mean and bullying.

Rude - Unintentionally saying or doing something to hurt someone's feelings.

Mean - Purposefully saying or doing something to hurt someone once (or maybe twice).

Bullying - Intentionally hurtful behaviour, repeated over time, that involves an imbalance of power.

Goollelal Primary is committed to working with families to develop kind, considerate and inclusive young people. Students, parents and teachers have a responsibility to:

- be observant to signs of bullying;
- report incidents of bullying;
- treat reports of bullying seriously; and
- follow the correct procedure in attempting to resolve conflict.

DEFINITION OF BULLYING

Bullying is when an individual or group misuses power to target another individual or group to intentionally threaten or harm them repeatedly over time.

Bullying can occur in person or online, directly or indirectly, overtly or covertly. There are three types of bullying behaviour:

- **Verbal bullying** which includes name calling or insulting someone about physical characteristics such as their weight or height, or other attributes including race, gender, sexuality, culture, or religion
- **Physical bullying** which includes hitting or otherwise hurting someone, shoving or intimidating another person, or damaging or stealing their belongings
- **Social bullying** which includes consistently excluding another person or sharing information or images that will have a harmful effect on the other person. This can occur in person or online.

If any of these behaviours occur only once, or are part of a conflict between equals (no matter how inappropriate) they are not bullying. The behaviours alone don't define bullying.

WHOLE-SCHOOL STRATEGIES TO PREVENT BULLYING

At Goollelal Primary School we will:

1. Explicitly teach all students:
 - a. The positive behaviours that all Goollelal students are expected to display;
 - b. About rude, mean and bullying behaviour, and why these are unacceptable;
 - c. Protective behaviours that the student can use if they experience a situation that makes them feel unsafe; and
 - d. Helpful bystander behaviours.
2. Ensure highly visible and active supervision in the playground.
3. Reinforce expected playground behaviour through the provision of faction tokens.
4. Encourage children to report bullying incidents, while also helping them to understand the difference between bullying (which requires adult support) and disagreements, which can often be self-managed by the children.
5. Investigate reports of bullying in a timely and professional manner.
6. Keep records of any bullying incidents and inform parents.
7. Encourage the school community to be watchful and to discuss potential problems.
8. Monitor potential problems through student surveys, class meetings and other forms of student voice.
9. Educate and actively involve the school community about bullying and strategies to prevent bullying, on a continuing basis.

RESPONSE TO BULLYING PROCESS

	STUDENTS	SCHOOL	PARENTS
Step 1: Initial Behaviour	IGNORE Student ignores initial behaviour and walks away	Initial reports of bullying will be managed following the whole-school approach to inappropriate student behaviour.	
Step 2: Behaviour continues	ASK Student asks the other student to stop		
Step 3: Behaviour continues	REPORT Student reports bullying to a teacher and a parent. Share what you have already tried.	LISTEN, INVESTIGATE, IMPLEMENT AND COMMUNICATE Teacher will listen, investigate and communicate a plan. Teacher will then communicate that plan to the child and the parent and actively monitor.	LISTEN Listen to your child and discuss the action plan. Encourage your child to follow the plan. Discourage your child from responding with violence or other inappropriate behaviour.
Step 4: Behaviour continues	REPORT Student reports bullying to the Associate Principal and a parent. Share what you have already tried.	LISTEN, INVESTIGATE, IMPLEMENT AND COMMUNICATE Associate Principal will listen, investigate and communicate a plan. Associate Principal will then communicate that plan to the child and the parent and actively monitor.	REPORT Report bullying behaviour to the Associate Principal
Step 5: Behaviour continues	REPORT Student reports bullying to the Principal and a parent. Share what you have already tried.	LISTEN, INVESTIGATE, IMPLEMENT AND COMMUNICATE Principal will listen, investigate and communicate a plan. Principal will then communicate that plan to the child and the parent and actively monitor.	REPORT Report bullying behaviour to the Principal

APPENDIX 1: RIGHTS AND RESPONSIBILITIES

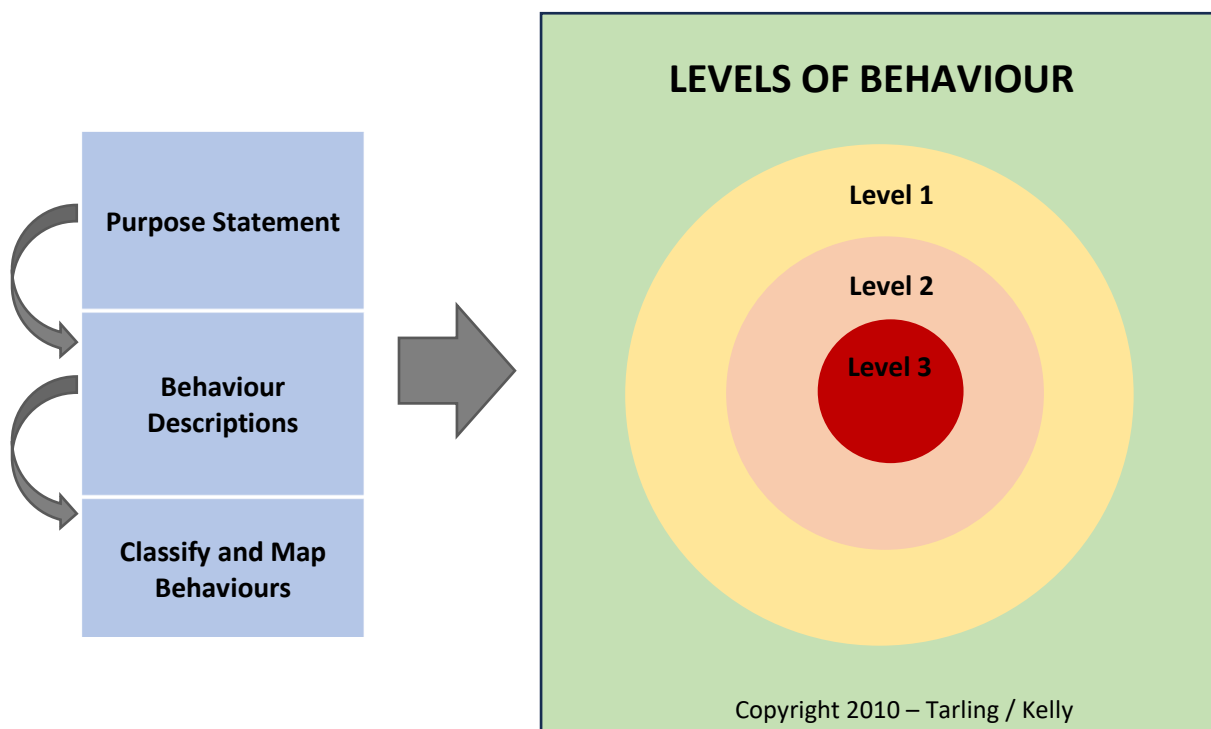
<p>Students have the RIGHT to:</p> <ul style="list-style-type: none"> • learn in a purposeful, non-disruptive and supportive environment; • work and play in safe, secure, friendly and clean environment; and • be shown respect, courtesy and honesty. 	<p>Students have the RESPONSIBILITY to:</p> <ul style="list-style-type: none"> • display respectful, courteous, honest, caring and inclusive behaviour; • ensure that their behaviour is not disruptive to the learning of others; • work to the best of their ability; • ensure that the school environment is kept neat, tidy and secure; • behave in a way that protects the safety and well-being of others and themselves; • attempt to apply conflict resolution skills to solve problems independently; • ask for support when problems cannot be solved independently. This includes reporting bullying behaviour; • be punctual, prepared and to display a positive manner; and • support the school’s student dress code.
<p>Staff have the RIGHT to:</p> <ul style="list-style-type: none"> • work in a productive and non-disruptive environment; • work in a safe, secure and clean environment; • be shown respect, courtesy and honesty; and • co-operation and support from students, parents and other staff. 	<p>Staff have the RESPONSIBILITY to:</p> <ul style="list-style-type: none"> • model respectful, courteous, caring and inclusive behaviour; • provide a safe, well-supervised environment; • ensure that the school environment is kept neat, tidy and secure; • establish positive relationships with students, parents and other staff; • teach conflict resolution skills to enable students to solve problems independently if required; • report student progress to parents throughout the year; • communicate with parents in a proactive and timely manner; • follow whole-school curriculum programs with fidelity; • consistently implement school and Department of Education policies.
<p>Parents and carers have the RIGHT to:</p> <ul style="list-style-type: none"> • respect, courtesy and honesty from students, staff and other parents; • be informed of their child’s ongoing progress; • be informed of any significant events affecting their child; • be heard in an appropriate forum on matters related to their child’s learning. 	<p>Parents and carers have the RESPONSIBILITY to:</p> <ul style="list-style-type: none"> • model respectful, courteous, caring and inclusive behaviour; • ensure their child attends school, on time and ready for learning; • provide their child with appropriate learning materials; • work cooperatively with the school to support their child’s education; • use appropriate and respectful language when communicating with school staff, students and other parents. • Go through the school office when visiting during school hours (this does not apply to sports carnivals or assemblies); • Maintain confidentiality when dealing with issues related to student behaviour; • Support the school’s student dress code.

APPENDIX 2: LEVELS OF BEHAVIOUR FRAMEWORK

Levels of Behaviour is a teaching framework that engages students and teachers in developing a shared understanding of behaviour and consequences. The framework fosters a common understanding of:

- **Classroom purpose:** Teachers construct a purpose statement with the students e.g. *In our classroom we are all here to learn. We will share with, and care for, each other and we will always do our best.*
- **Behaviours that support classroom learning:** The teacher will list behaviours suggested by the students that support the purpose statement and ways that these can be supported.
- **Behaviours that impede learning:** The teacher will list behaviours suggested by the students that prevent the ideals in the purpose statement being met.

This framework leads to a model of behaviour management that is developed in collaboration with the students in each class. This assists the classroom teacher to facilitate positive behaviours in the classroom and effectively manage inappropriate behaviour.



The Levels of Behaviours chart is used to display *behaviours*, not student names. Teachers will deal with inappropriate student behaviour discreetly and privately wherever possible.

APPENDIX 3: PLAYGROUND BEHAVIOUR SLIP

Minor problems in the playground are dealt with by the duty teacher and recorded using the playground behaviour slip. This slip allows classroom teachers to identify patterns in a child's behaviour and follow up as required.

Serious playground problems will always be dealt with immediately by school leadership.

The process for using the playground behaviour slip is as follows:

- Duty Teacher asks a child to 'walk with me' (Stage 3 of playground behaviour process).
- Duty Teacher discreetly completes the playground behaviour slip.
- At the end of recess, the playground behaviour slip is returned to the office with the duty bag.
- Office staff enter information from the playground behaviour slip onto the Student Information System (Integris).
- The playground behaviour slip is placed in the classroom teacher's pigeonhole.
- Where a student repeatedly (twice in a week) demonstrates the same playground behaviours, the classroom teacher will hold a restorative conversation with the child.
- When follow-up conversations do not result in a changed behaviour, the classroom teacher will develop a plan to help the child demonstrate expected playground behaviours.

GOOLLELAL PRIMARY SCHOOL PLAYGROUND BEHAVIOUR SLIP	
Return to office at end of recess / lunch	
NAME: _____	ROOM: _____
Respect others	
Respect property	
Walk on paths	
Play in set areas	
Wear shoes	
Wear a hat	
Sit to eat and drink	
Act in a safe and caring manner	
Be courteous	
Be on time to class	
Other	
Details:	
Duty Teacher: _____	
Date: _____ Time: _____	