



**RICHMOND PRIMARY SCHOOL**  
EAST FREMANTLE

# **POSITIVE BEHAVIOUR MANAGEMENT POLICY** (updated 2025)

## **Rationale**

Richmond Primary School uses a whole school behaviour management approach, we are a Positive Behaviour Support (PBS) school. As a staff we are committed to creating a safe and positive learning environment by:

- explicitly teaching and modelling expected behaviours
- promoting appropriate social behaviours and positive social interactions amongst staff and students.
- the use of positive reinforcement
- providing opportunities for students to learn and practise appropriate behaviours and self-discipline; and
- encourage appropriate and fair sanctions for students who display inappropriate behaviours, using restorative justice practices.

Schools provide a social context which allows students to be supported whilst also being taught how to accept responsibility for their own behaviour. Students need opportunities to learn, and practise appropriate behaviours, self-control, and resiliency through interactions with teachers and other staff and through the curriculum. They need to be reinforced consistently in a manner which enhances their understanding of responsible social behaviour.

## **Guiding principles**

- Student behaviour is best managed in ways that promote restorative practices and are educative in nature.
- Student wellbeing and the prevention of inappropriate behaviour will be enhanced through a focus on early intervention and prevention.
- The use of appropriate curriculum and learning programs will encourage engagement by students.
- All decisions relating to the management of student behaviour and the implementation of policy are made according to the principles of procedural fairness.
- Teachers' behaviour management processes will acknowledge the duty to take reasonable care for the safety of staff and students.
- Student behaviour must not be viewed in isolation but as part of an interaction between the student, staff, and the school community.
- School staff will demonstrate accountability for evidence based on decision making, reporting and referral to appropriate support, and record keeping.

## Relevant School Policies

- Mobile phones – see separate policy
- Zones of Regulation – see separate policy
- Anti-bullying – see separate policy

## Responsibilities

### Administrators

- Provide a positive link between parents and staff
- Support staff and students
- Plan, develop and assist with implementation strategies for individual/groups students
- Review policy with staff and School Board

### Teachers

- Develop and maintain positive and safe classroom climate
- Display and discuss the school behaviour matrix, whole school behaviour focus', behaviour management procedure, classroom rules/agreements, rights and responsibilities regularly based on whole school expectations.
- Implement Zones of Regulation in their classroom
- Document student behaviour
- Use the classroom behaviour book to record behaviour trends
- Consistently apply the school's behaviour management plan
- Alert administration to 'students at risk'
- Communicate with parents in a timely manner

### Students

- Model the expectations, be ready, be respectful and be responsible, respect for self, others, learning, community and environment.
- Maintain "good standing"

### Parents

- Ensure that their child attends school regularly, punctually and support their child to develop the values and behaviours expected by class and school.
- Ensure that their child is provided with appropriate class and school materials to make effective use of the learning environment and to maintain behaviour standards and expectations.
- Support the school in providing a meaningful and adequate education and reinforce class and school expectations

## Positive Behaviour in School (PBS)



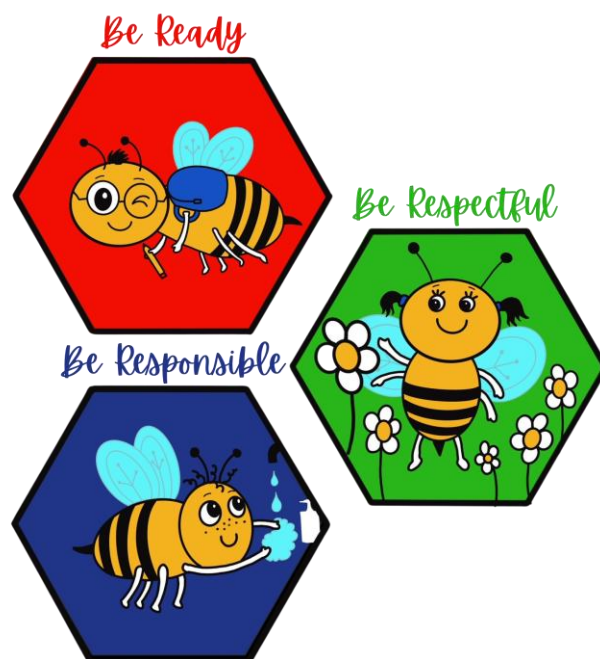
(Yindyamarra is “respect” and “gentleness” and “kindness” all in one)

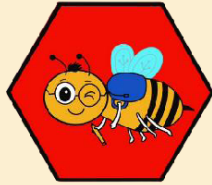
### Our Purpose

Our aim at Richmond PS is to establish and implement the Positive Behaviour Support (PBS) Framework in partnership with the school community.

Our approach will be to use best practice to explicitly teach positive behaviours to promote and acknowledge resilience and respect in all students.

Our aspiration is for students to be proud, engaged well-rounded members of the community.





## Ready



## Respectful



## Responsible

### Everyday expectations

All day, everyday

- Be on time.
- Sit at the library if you arrive before 8:30am.
- Know your visual timetable.

- Use good manners (please, thank you, excuse me).
- in all areas of the school: classrooms, playgrounds, office, canteen etc.
- Allow people personal space.
- Ask permission before using others' belongings.
- Listen to others when they are speaking.

- Wear school uniform correctly
- Wear a school hat, when outside.
- Return your belongings and equipment to the correct place.
- Check lost property, if needed.
- Put rubbish into the correct bins.
- Make safe choices.

### Learning Areas

Inside and outside spaces

- Have everything you need for school each day.
- Use whole body listening.
- Ask if you need help.
- Stay on task and aim to finish your work.
- Learn from your mistakes.
- Do your personal best.

- Put your hand up to ask the teacher a question.
- Take turns talking, when in groups.
- Stay quiet and listen during assembly.
- Be honest.
- Use an appropriate noise level.
- Use equipment appropriately.

- Ask, before you leave the classroom.
- Use equipment appropriately.

### Break Times

Recess, crunch 'n' sip, lunch - Quad, oval, pre-primary playgrounds, basketball courts, nature play, front lawn, playgrounds, undercover area

- Wear a school hat when outside.

- Walk on the paths/ verandas.
- Agree on and follow the rules of the games.
- Allow students personal space.
- Use appropriate language.
- Let plants, flowers, fruits ripen, and grass grow.
- Sit and eat in the correct place.
- Listen to and follow directions.
- Be patient and use your manners at the canteen.

- Stay within the school boundaries.
- Return sports equipment.
- Support students that need help.
- Return lunch boxes to your bags.
- Return lunch basket to the canteen.
- Wait to be dismissed by staff before packing up and playing.
- Put rubbish into the correct bins.
- Only climb the climbing tree.
- Get a medical pass before going to the office.

### Transitions

Before, between and after classes

- Line up quietly outside your learning area.

- Walk on paths and verandas.
- Quiet walking when near learning areas.

- Keep your bag zipped up, neat and tidy.
- Wait for permission before entering and leaving a learning space.
- Walk to specialist classes.

### Toilets

- Go directly to class when the bell rings.

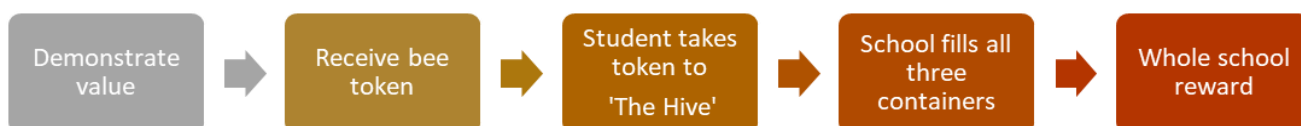
- Leave the toilets clean.
- Use a quiet voice.

- Wash hands, flush the toilet and turn off the taps.
- Try to use the bathroom in break times.
- Walk in the bathroom areas.

## Positive Behaviour Bee Tokens

Bee tokens are given to students that demonstrate one of the three school expectations, Ready, Respect or Responsibility.

- Each learning area will have a container filled with bee tokens.
- Students work together as a whole school for a common goal and reward.
- Students must fill all three containers to claim the reward – If one container is filled students should focus on the other school expectations.



## Merit Certificates

Merit Certificate – this is the highest level of award for positive behaviour and is presented at assembly. It is given on merit by teachers for high level, positive achievement – excellent work, citizenship etc. Where possible teachers will correlate the award with the school values.

## Classroom Positive Rewards and Reinforcements for appropriate behaviour

Classroom positive rewards and reinforcements may vary in classes based on teacher's Classroom Management Plan, these are some examples.

- Share success
- Display work
- Positive feedback
- Compliments
- Group rewards/ points
- Stickers
- Raffle tickets
- Class Dojo points
- Gold book

## Consequences for inappropriate behaviour

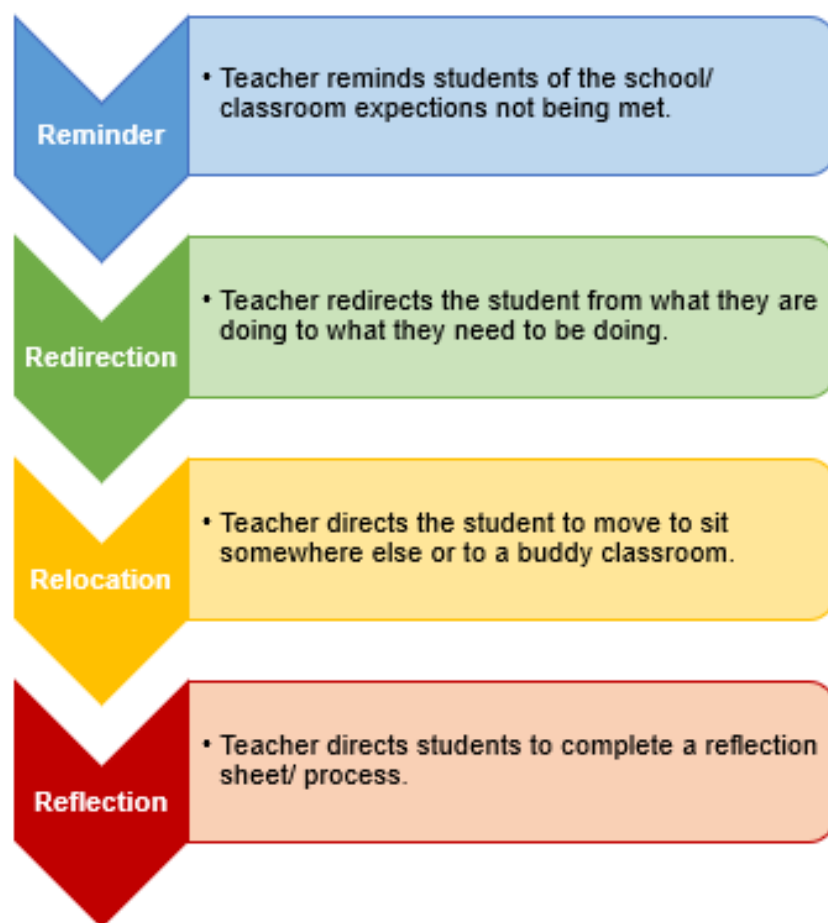
It is our policy to support appropriate behaviour and to discourage inappropriate actions. If inappropriate behaviour occurs the following classroom and school strategies are employed.

### Consequences (classroom/support teacher)

Proximity, positive praise to others and reminders based on low key response techniques.

1. Reminder: Teacher reminds student about the school/ classroom expectations not being met.
2. Redirection: Teacher redirects the student from what they are doing to what they should be doing.
3. Relocation: Teacher directs the student to move or sit elsewhere to refocus on the task. This could be in the classroom or to a buddy classroom.
4. Reflection: Teacher directs the student to complete reflection sheet/ process, preferably completed with a member of the admin team. This sheet is entered in the school behaviour system and emailed to parents where appropriate by admin and cc'd to class teacher.

If serious or repeated inappropriate behaviour occurs, detention or suspension will be considered by administration.



## Behaviour Book

A behaviour book is used to collect and track data, based on student behaviour. Collecting this data allows teachers to see trends. This book is used alongside the Positive Behaviour Management Policy at Richmond Primary School. It will be used as a tool that can help with future planning for school focus', health lessons, student growth and parent communication. As a staff it is important that we are fair, consistent and evidence based.

The behaviour book:

- Allows quick and easy communication between the staff that interact with a group of students.
- Students are held accountable for their behaviour.
- There are clear behaviour expectations across the whole school.
- Collects data and tracks trends.
- Used for planning, reporting, and assessing.

Date	Name	Reminder	Redirection	Relocation	Reflection	Comments
30/01	Rodger	Ready Respect Responsible	Ready Respect Responsible	Ready Respect Responsible	Ready Respect Responsible	Talking x2 Throwing a rubber
01/02	Shelly	Ready Respect Responsible	Ready Respect Responsible	Ready Respect Responsible	Ready Respect Responsible	Late to class
	Rodger	Ready Respect Responsible	Ready Respect Responsible	Ready Respect Responsible	Ready Respect Responsible	Not following instructions Using equipment without asking

## Bullying

Bullying is not accepted at Richmond PS. Bullying is repeated, unreasonable or inappropriate behaviour that has the potential to offend or harm, thus creating a risk to the victim's safety and health. Everyone in the school community has a responsibility to prevent bullying. This includes students, staff, parents and bystanders. Everyone in the school has a right to a safe environment, free from bullying.

### What we consider to be bullying

Direct bullying behaviour may include, but is not limited to:

- abusive, insulting or offensive language in the context of face-to-face, telephone calls, texts, emails, or social networking sites.
- behaviour or language perceived as frightening, intimidating, humiliating or degrading.
- spreading malicious rumours.
- inappropriate comments about a person's appearance, lifestyle or their family.
- teasing or making others the brunt of practical jokes.
- interfering or tampering with a person's personal effects.
- physical assaults or threats.

Indirect bullying is less obvious and more difficult to identify. It is repeated behaviour intended to cause humiliation, undermine or disempower an individual. Examples include: deliberately excluding, ignoring or isolating a person. invasion of personal space.

## Procedure

1. Bullying may be reported to any staff member
2. The class teacher will intervene initially to try to resolve the issue at a classroom level
3. Where it remains unresolved or it involves children from different year levels, the school administration will become involved. Parents should advise the administration if the issue remains unresolved.
4. Parents will be consulted and informed where bullying is suspected.
5. Reports of bullying will be investigated immediately following procedural fairness.
6. Incidences of bullying once resolved will be followed up at a later date.
7. Parents are asked to actively consult the school and follow up whenever they suspect bullying.
8. The student service team – Chaplain, Psychologist, Deputy or Health Nurse, may be involved to resolve issues.

## Rights and Responsibilities

### Students

Rights	Responsibilities
<ul style="list-style-type: none"><li>• Learn in a purposeful and supportive environment</li><li>• Work and play in a safe, secure, friendly and clean environment</li><li>• Be treated with respect, courtesy and honesty</li><li>• Be heard</li></ul>	<ul style="list-style-type: none"><li>• Ensure their behaviour is not disruptive to the learning of others</li><li>• Ensure that the school environment is kept neat, tidy and secure</li><li>• Ensure that they are punctual, polite and prepared</li><li>• Display a positive manner</li><li>• Behave in a way that protects the safety and wellbeing of others</li><li>• Communicate issues and concerns to parents and teachers</li><li>• Value and respect the whole school community</li><li>• Uphold the 3 core expectations at Richmond Primary School at all times.</li><li>• Accept consequences for their actions</li><li>• Maintain “good standing”</li></ul>

## Teachers

Rights	Responsibilities
<ul style="list-style-type: none"><li>• Be treated with respect, courtesy and honesty</li><li>• Teach in a safe, secure and clean environment</li><li>• Teach in a purposeful and non-disruptive environment</li><li>• Receive cooperation and support from parents</li><li>• Be heard</li></ul>	<ul style="list-style-type: none"><li>• Model respectful, courteous and honest behaviour</li><li>• Ensure that the school environment is kept neat, tidy and secure</li><li>• Establish positive relationships with students</li><li>• Ensure good organisation and planning</li><li>• Report student progress to parents and students</li><li>• Implement the school behaviour management process</li><li>• Know the school values and incentive programs and show consistency when enforcing them</li></ul>

## Parents

<ul style="list-style-type: none"><li>• Be treated with respect, courtesy and honesty</li><li>• Be informed about their child's behaviour</li><li>• Be informed of their child's progress</li><li>• Be heard in an appropriate forum on matters related to their child.</li></ul>	<ul style="list-style-type: none"><li>• Model respectful, courteous and honest behaviour</li><li>• Ensure that their child attends school and is punctual</li><li>• Ensure that their child's health and welfare is at an optimum for learning</li><li>• Ensure that their child has the materials to participate in all learning activities</li><li>• Support the school in the education of their child</li><li>• Value and respect other members of the school community</li></ul>
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## Definitions

### **BREACH OF SCHOOL DISCIPLINE**

Any act or omission that impairs the good order and proper management of the school.

### **BULLYING**

When an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may involve verbal, physical, relational and psychological forms of bullying. Teasing or fighting between peers is not necessarily bullying.

### **BYSTANDER**

Bullying also involves children who may not be directly involved in the bullying nor are they directly bullied, who are referred to as “bystanders”. A bystander is someone who sees the bullying or knows that it is happening to someone else.

### **CODE OF CONDUCT**

Describes the expectations of student behaviour and management procedures to implement the code.

### **CONFLICT**

Involves a disagreement where one or both party’s needs are not being met. It does not involve an abuse of power, even if the parties do not have perceived equal power.

### **CYBER BULLYING**

This involves the use of information and communication technologies such as e-mail, text messages, instant messaging, social media and websites to engage in the bullying of other individuals or groups. This technology provides an alternative means for verbal, relational and psychological forms of bullying.

### **HARASSMENT**

Offensive, humiliating, threatening, abusive or intimidating behaviour that is directed at individuals or group/s for either perceived or real attributes. It includes gender, religious, age, race, and sexuality-based harassment.

### **PHYSICAL BULLYING**

This includes repetitive low level hitting, kicking, pinching, pushing, tripping, “ganging up”, unwanted touching, and damage to personal property. High levels of physical assault may be classified as violence.

### **PHYSICAL CONTACT**

When a staff member uses physical touch but not to the level of restraint for the purpose of caring for, correcting or directing a student. In most instances this will involve little or no force.

### **PHYSICAL RESTRAINT**

When one or more staff members use bodily force, intentionally, to limit a student’s freedom of movement against their will.

## **PROCEDURAL FAIRNESS**

A process that demonstrates procedural fairness is one in which:

- decision makers act fairly and provide reasons for decisions.
- the person affected is given a fair hearing.
- all parties to a matter have an opportunity to put their case where an adverse decision or finding is made; and
- all relevant arguments are considered, and irrelevant arguments are excluded.

## **RESTORATIVE PRACTICE**

Restorative practice is a way of thinking and interacting that puts relationships at the centre of the decisions. Restorative practices are empathetic, responsive to need, view conflict as opportunities to learn and grow and build accountability for actions and processes to repair harm.

## **GOOD STANDING**

All students commence with and retain good standing while exhibiting behaviours that align with the school's values and beliefs as articulated in the school's behaviour plan.

### **Loss of good standing**

Loss of good standing occurs after a suspension or series of behaviours that are not aligned with the school student behaviour plan. These behaviours must include, but are not limited to:

- starting a fight
- making physical contact with the intention to harm another student or staff member
- videoing a fight in the grounds of the school or off-site where there is reasonable nexus between the incident and the school, with the intention of publishing on social media.

Students who breach the school student behaviour plan will have privileges removed such as being banned from school social activities.

This should involve a discussion with the student and/or their parent/carer to highlight the issues that led to the loss of good standing.

Good standing will be reinstated when positive behaviour is re-established as decided by the principal.