

POSITIVE BEHAVIOUR MANAGEMENT POLICY



Updated: JUNE 2026

VISION STATEMENT

Newman Primary School fosters resilient learners, embraces diversity and cultivates a collaborative school community for lifelong learning and personal growth.

THE DEPARTMENT OF EDUCATION

The Department of Education's Student Behaviour in Public Schools Policy states that Western Australian Government schools must:

- Provide every student with the educational support the student needs to learn and maintain positive behaviour.

RATIONALE

All members of the Newman Primary School community have the right to feel safe and are valued, where social and academic learning outcome are maximised for all through a quality curriculum. Our school uses practices that are proactive rather than reactive and, where appropriate non-discriminatory language and behaviours are defined, modelled and reinforced.

PBS VISION STATEMENT

The Newman Primary School Positive Behaviour Support (PBS) team aims to collaboratively facilitate a positive approach of expected behaviours across the school in consultation with students, teachers, and the community. Our safe, positive and supportive learning environment will be enhanced by an easily understood and accepted framework that fosters improved behaviours, and explicitly teaches social skills and resilience, enabling us to achieve higher educational outcomes.

WHAT IS PBS?

Positive Behaviour Support (PBS) provides an operational framework aligned to Department policy. It builds a continuum of support for staff and students with an emphasis on building relationships. PBS is a decision-making framework that guides selection, integration and implementation of the best evidence-based practices for improving academic and behaviour outcomes for all students. Schools implementing PBS build on existing strengths, complementing and organising current programming and strategies.

EXPECTED BEHAVIOURS

Show Respect- Students demonstrate respectful behaviours towards adults and peers.

Be Responsible- Students are accountable for their own actions.

Strive for Success- Students strive to achieve their personal best inside and outside of the classroom.

PROCEDURES

Lining up at the end of Recess and Lunch

1. At the end of eating time, your lunchbox goes in your school bag.
2. When the first bell goes leave your play area immediately taking any equipment with you.
3. Get a drink / fill water bottles / go to the toilet / wash hands before lining up.
4. Be seated in two lines, sitting down outside your classroom by the time the second bell goes.
5. After recess, when you re-enter the classroom with your teacher bring your lunchbox inside and put it in the fridge.

Transitions between classes

1. Walk in two lines.
2. Quiet / minimal noise.
3. Keep together as a class
4. Teacher to be mindful of positioning.
5. Keep hands to ourselves.
6. Teachers to be with the students when moving around the school.
7. Classroom teacher to drop off students to classes and the specialist teachers to return students to classroom.
8. Carry items / materials carefully.
9. Students who are carrying laptops must use two hands.

Eating in the undercover area

1. Walk directly to the undercover carrying your lunchbox and water bottle.
2. Select a spot inside the undercover area and remain seated.
3. Raise your hand to go to the toilet or get a drink if needed.
4. Make sure your area is clean.
5. Raise your hand to be dismissed by duty staff.
6. Walk back to your classroom and put your lunchbox and water bottle in your school bag.

Packing up Equipment – Early Childhood

1. When you hear the signal stop what you are doing.
2. Take equipment to the front of the shed.
3. Continue to bring equipment until it is all at the shed.

Whole School Assembly (PP-6)

1. Line up quietly in 2 lines holding your chair in front of you with 2 hands and chair legs facing down.
2. Walk in your lines to the undercover area with your classroom teacher.
3. Sit quietly on your bottom, on your chair in your allocated assembly position.
4. During the assembly we use whole body listening.
5. If someone near you is talking put your finger to your lip and face the front without making sound.
6. Respectfully applause – no wolf whistles or screaming.

Monday Parade/Assembly (Years 1-6)

1. When the second siren sounds all students will be seated in their allocated assembly spots in the undercover area.
2. Sit on your bottom and show whole body listening; ready to listen to weekly notices.
3. At the end, wait for your teacher's instructions.
4. Walk quietly in 2 lines back to your classroom following your classroom teacher.

Bag hooks and benches

1. When you arrive at school, your bag needs to be hung on a hook and zipped up.
2. At the end of eating time put your lunchbox in your bag and zip it up before you go to play.
3. Notes and homework are to go straight into your bag and zip it up.
4. Benches should be kept clear of lunchboxes, hats, jumpers, rubbish.

Using Technology

1. Collect your allocated Laptop/iPad
2. Carry the device with 2 hands whilst walking.
3. Only touch your own device.
4. Only visit websites your teacher has told you to use.
5. When returning your device make sure it is on the correct spot and plugged in to charge.

Toilets

- Only toilet paper goes in the toilet.
- One person per toilet stall.
- All rubbish to go in the bin.
- No pencils, markers, textas, etc. are to be taken into the toilet.
- Water is to stay in the sink.

Mobile Phones and Smart Watches

1. Take your mobile phone or watch to the front office on arrival to school grounds.
2. Sign your phone in.
3. At the end of the school day, collect your phone from the office.
4. Phones should not be in your bags, trays, or your pockets whilst at school.
5. Phones should not be used until you are off school grounds.

Using Equipment Responsibly

- We only take equipment that we are using from the sports shed or in the classroom.
- We follow school rules about using equipment.
- We treat all equipment respectfully and carefully.
- We return equipment to its designated area when we are finished using it.

Arriving at School between 7:45 and 8:00am

1. Once the gates are opened, walk to your classroom and place your bag on the hook.
2. Leave everything in your bag and walk straight to the undercover area.
3. Stay in the undercover area until Admin / supervising teachers send you to class.
4. Walk to class and follow your teachers' instructions.

GOOD STANDING

As required by the *Minister's Statement on School Violence*, good standing is incorporated in the school's Positive Behaviour Management Policy. Students who engage in severe behaviour will lose their "good standing" for a period determined by the principal.

Good Standing Reward

At the end of each term, students who have maintained their good standing will receive a nomination (raffle ticket) and two students from each year level will receive an invitation to have lunch with Mrs Hudson.

Loss of good standing occurs after a series of behaviours or suspension that are not aligned with Newman Primary School's Positive Behaviour Management Plan. These behaviours may include, but are not limited to:

- Making physical contact with the intention to harm another student or staff member
- Vandalism – wilful property damage
- Racist remarks/gestures
- Bullying/harassment – Physical, Verbal, Psychological, Cyber, Bystander
- Persistent and consistent failure to follow staff requests/instructions
- Verbal abuse/swearing
- Stealing
- Possession of illegal substance
- Use of mobile phones during school time

STUDENT LEADERSHIP TEAM

Leaders must exhibit exemplary and co-operative behaviours- both inside and outside of the classroom, as well as in the general community. The breaking of any school rule is taken very seriously, as is any non-compliance in classroom activities.

Following formal complaints by members of the school community (including teachers for in class behaviour) and depending on the severity of the behaviour, action will be taken as follows:

- Formal warning by the Principal and Deputy Principal
- Loss of position (badge and privileges) for two weeks. **Student and parents will be called to NPS for a meeting to discuss behaviours that have occurred.**
- Loss of position (badge and privileges) for the remainder of the year. Only the Principal and Deputy Principal can make this decision. **Student will be called to a meeting to discuss the behaviours that have occurred. Parents will be called for an urgent meeting to discuss the loss of position with the student.**

If the behaviour in class is of a continual nature, students will follow the NPS Positive Behaviour policy, however, the Principal and Deputy will determine the final decision (in consultation with relevant staff) as to the length of the loss of position.

If the behaviour is severe, for example, aggressive & inappropriate language, graffiti or threatening behaviour towards a member of staff, parent or visitor, immediate loss of position will occur.

ACKNOWLEDGING POSITIVE BEHAVIOUR

Students receive corresponding token when they have demonstrated an expected behaviour from the matrix.

- Show Respect- Purple Token
- Be Responsible- Orange Token
- Strive for Success- Yellow Token

Students then receive a stamp on their individual stamp chart to track their individual points. Once the students have recorded their token on their stamp chart they will add it to the classroom container. At the end of each fortnight classes will tally their tokens from the classroom container and record this in the excel spreadsheet located on the shared drive. Rewards will then occur when students, classrooms and the whole school reach each milestone.

MANAGING BEHAVIOUR

Building strong, positive relationships with students is an important step in managing student behaviour. These relationships can be built by:

- greeting students at the door
- smiling and the use of humour
- being enthusiastic
- demonstrating a personal interest in the student

Strong and genuine relationships are:

- built on mutual respect
- students feeling that they have a voice within conflict resolution
- teaching and learning processes
- personal interactions with staff

Low level behaviour is managed in the classroom using low key responses. A low-key response is designed to redirect the behaviour with minimal or no disruption to the teaching and learning. Some examples of low-key responses include:

- use of proximity
- non-verbal signals – gesture, look, and/or pause
- use of student's name
- planned ignore
- signal to begin
- private dialogue

CLASSROOM AND/OR PLAYGROUND BEHAVIOUR – YELLOW SLIP

Yellow slips will be supported by a visual chart in all classrooms.

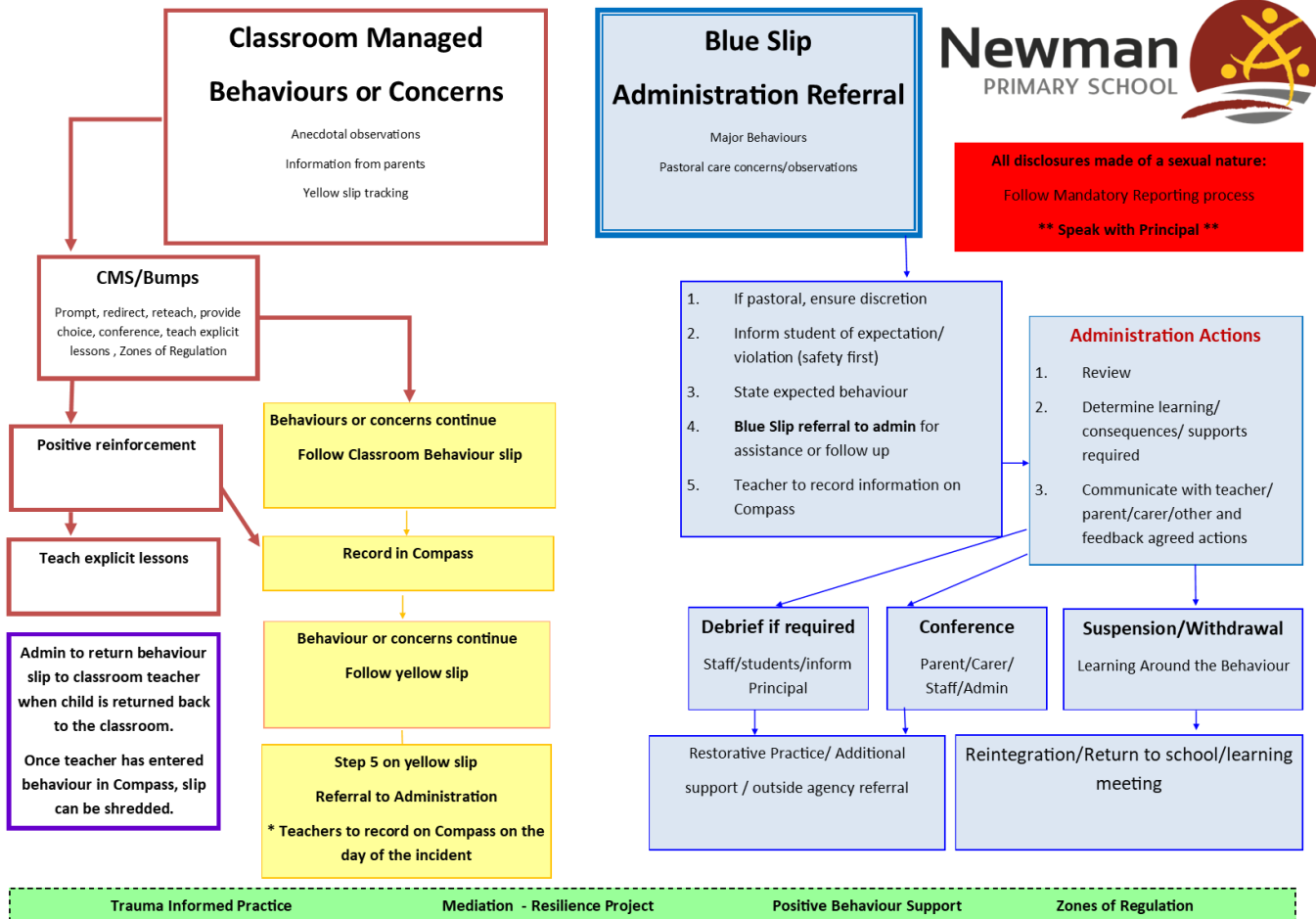
- Yellow behaviour slips are used to record students' behaviours
- Yellow slips are to be used both in the classroom and if need be, in the playground. (Slips can be found in the duty file should they be required outside)
- Students need to be aware of the 5 behaviour steps [**Warning 1, Warning 2, Time out (in class), Time out (buddy), Administration**]
- All students need to be aware of the consequence for each specific step
- If a student reaches step 4 – 'Time out' (out of class), the classroom teacher must have prior arrangements as to what teacher and classroom the student will go to. This will be your "buddy-room"
- Students will be in the "buddy room" for 10 minutes or until the reflection sheet is completed.
- Step 4 of the behaviour slip – students will need to take their yellow slip with them and a reflection sheet to complete whilst in their "buddy" room
- Buddy teachers will speak with the incoming student and sit them away from distraction so they can complete their reflection sheet
- At a convenient time, the buddy teacher will reiterate the correct behaviours with the student before sending them back to their classroom
- Yellow behaviour slips are to be handed to specialist teachers if your class has another subject area
- Specialist teachers are to continue using the same behaviour slip
- Step 5 of the behaviour slip – Administration– students will need to bring their yellow slip and reflection sheet with them to the office. Students will be returned to class when and if appropriate after a period
- Yellow slips must be filled in correctly
- Teachers must record behaviour slips onto Compass at the end of every day

ADMINISTRATION BEHAVIOUR REFERRAL: CLASSROOM AND/OR PLAYGROUND – BLUE SLIP

- Blue slips are to be used for major behaviours and/or Pastoral Care concerns
- Students will be directed straight to Administration
- Students will complete a reflection sheet and will then have a discussion with Administration
- Consequences will be given to students on an individual basis, taking into account the behaviour and the students' needs / SAER or imputed disabilities
- Parents will be notified via a phone call
- Classroom teacher to enter students' behaviour onto Compass and Administration will add further information

- For pastoral care concerns teachers may choose to send students to the office with blue slip or use teacher judgement if students may have an adverse reaction to a 'blue slip' (in this case a phone call to the office will be made and/or note explaining the situation).

Classroom and Behaviour/Wellbeing Management Process



Behaviour Management and Wellbeing Expectations

Be Responsible

Teacher Managed

Classroom Management Skills

- Speaking over others
- Disrespectful/answering back
- Work avoidance
- Inattentive
- Damaging plants
- Disruption
- Defiance/refusal (minor)
- Dress code violations
- Inappropriate comments/language
- Lateness
- Littering
- Rough play/minor physical
- Running on paved areas
- Minor technology misuse
- Minor property misuse
- Minor dishonesty/theft

Show Respect

Teacher Managed

Yellow Slip - Recorded on Compass

- Teacher managed behaviours should be logged in Compass to ensure there is accurate data and records on student behaviours/concerns
- Teachers may choose to utilise the yellow slip to track classroom behaviours. This will contribute to 'Repeated Minors' as an Administration referral
- These may form continuation of teacher managed behaviours that do not improve with teacher intervention

Strive for Success

Administration Referral

Blue Slip—Recorded on Compass

- Repeated Minors (attach yellow slip as evidence)
- Inappropriate comments/language/actions:
 - racism
 - verbal abuse
 - continued swearing
 - sexualised language
 - bullying/harassment
- Physical contact that causes harm to self or another
- Property misuse - damage
- Rough play posing risk to others
- Technology misuse
- Stealing
- Unsafe behaviours
- Use of weapon
- Leaving school grounds
- Substance misuse
- Disclosure/Observation causing concern (including NSSI/suicidal ideation)

PLAYGROUND BEHAVIOUR

An incident that occurs at recess or lunch must be dealt with by the Duty Teacher. The Duty Teacher has a Duty of Care in their allocated area and if needed, complete either a yellow or blue slip (located in the duty folder) describing the behavioural issue and listing the students involved in the incident. Classroom teachers must liaise with each other to notify them of an incident. If required, Administration to be informed to ensure parents are contacted and informed of the incident and student's behaviour should this be required.

All staff and student leadership team are required to use the **RESTORATIVE QUESTIONING** when dealing with an incident. If more than one student is involved, all students have a right to speak and be heard. The student leadership team have undertaken PL to be upskilled in restorative questioning.

RESTORATIVE QUESTIONING

There are 3 questions that form the basis of an on-the-spot restorative conversation.

- What has happened?
- Who has been affected and how?
- What are you going to do to sort it out?

LIFE SPACE INTERVIEW

I-ISOLATE- Let's go over here so we can talk about what happened.

E- EXPLORE- Let's see if we can make sense of what just happened. What was going on when I walked in the room? What was happening in your body/

S- SUMMARIZE- Let's see if I have it right. What I am hearing is, it started when...

C-CONNECT- So, when someone...you feel...and then you...

A-ALTERNATIVE- When you get that angry, what could you do instead of? What was different this time?

P-PLAN/PRACTICE NEW BEHAVIOUR- So the next time you feel... you will... Let's see how that might work. What will you say to them?

E-ENTER BACK INTO CLASS- Everyone is working. What will you say/do when you go back in? DO you need some time?

SEVERE BEHAVIOUR

For incidences of severe behaviour, Administration will inform parents of the intention to suspend, or immediate suspension, and implement a period of suspension in line with the Department of Education Policy.

As part of the return from suspension process, a re-entry meeting will occur between the student, parents and Principal or Deputy where a restorative approach will be used.

INDIVIDUAL BEHAVIOUR MANAGEMENT PLANS

Where students are identified as at risk of behaviours that might put themselves or others at risk, the Principal or Deputy Principal will meet with the parents or caregivers to discuss, explain and agree upon strategies for the child's wellbeing in a formal signed plan. The School Psychologist may also be included in this meeting and possible further intervention for support.

The Team Teach approach, as recommended by the Department of Education, is used by specially trained staff in the event of a child needing physical guidance to keep themselves and others safe. This is based upon careful planning of the child's schedule to maximise their engagement and compliance, and with the continued close communication with parents/carers.

ARRIVAL TO SCHOOL

In cases where students arrive to school after 8:20am they will make their way to the office to receive a 'Welcome Note', which will be recorded by office staff, and the student will be sent to their classrooms to be greeted by their teacher.

Yellow Slip:

Newman PS Classroom & Playground Behaviour Yellow Slip				
Name:		Date:		Room:
Behaviour Process Step				Behaviour Details
	Step	Initial	Time	
	Warning			
	Warning 2			
	Time Out (In Class)			
	Time out (Out of Class- 10 Mins)			
	Administration			
Students who are sent to Time out (out of class) and Administration are to be accompanied with a 'Reflection Sheet' appropriate to their year level.				

Blue Slip:

Student(s) _____

Year/Class _____ Date _____

Major Behaviour	Pastoral Care
☐ Targeted Swearing/Racist Comments	☐ Disclosure
☐ Bullying/Harassment	☐ Observation
☐ Physical Contact Causing Harm	☐ Non-Suicidal Self Injury (NSSI)
☐ Technology Misuse	☐ Suicidal Ideation
☐ Stealing	☐ Substance Misuse
☐ Use of Weapon	Comments:
☐ Leaving School Grounds	_____

	☐ Further investigation required

Reflection Sheet Years K-2

Name _____ Date _____ Time: _____ Location: _____

How was I feeling?

BLUE ZONE:	GREEN ZONE:	YELLOW ZONE:	RED ZONE:
- Running Slow - Sad Tired Sick Bored	- Good to Go - Happy Calm Focused Ready to Learn	- Caution - Frustrated Worried Silly Loss of Some Control	- STOP - Angry Mad Yelling Being Unsafe

What has happened?

I hurt someone	I yelled	I didn't do my work	I upset someone	I took something	I broke something	I got upset/angry	I refused to co-operate	I didn't listen	I used inappropriate language

Who has been affected?

Students	Teacher	Others

How have others been affected?

hurt	disappointed	unsafe	don't want to play	upset/angry

What I should have done?

stop when friend says, "stop"	Use nice words & voice	Keep hands and feet to self	follow instructions	participate in class	share	ask for help	say "stop, I don't like it"

What are you going to do to sort it out?

Apologise	Talk to my friend	Talk to my teacher	Take a Break

Teacher comments: _____

Teacher Signature: _____

Parent Signature: _____

Reflection Sheet Years 3-6

Name _____ Date _____

Reflecting on my behaviour will help me make better choices next time.

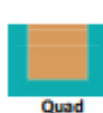
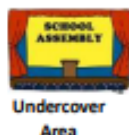
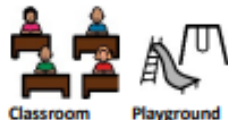
What has happened?

Behaviour:

- ☐ I didn't follow directions
 ☐ I wasn't listening
 ☐ I upset someone
 ☐ I refused to co-operate
 ☐ I shouted/ used inappropriate language
- ☐ I hurt someone
 ☐ I didn't do my work
 ☐ I took something
 ☐ I broke something
 ☐ Other

Details: _____

Where were you?



Who has been affected? _____

How? _____

What are you going to do to sort it out?

What will you do differently next time?

Student Signature: _____

Teacher Signature: _____

Parent Signature: _____

MONITORING AND REVIEW

This policy will be reviewed within three years and maintained by teaching and administration staff.

This policy was ratified by staff on **19 June 2026**

This policy will be noted by Newman Primary School Board on **25 August 2026**