

BEHAVIOUR MANAGEMENT POLICY

PURPOSE:

At Penong Primary School, we are committed to providing a safe, respectful, and inclusive learning environment where students, staff, and families feel valued and supported. The Behaviour Management Policy is designed to promote high standards of behaviour so that:

- teaching and learning can occur in a calm, engaging, and positive environment
- students take ownership of their choices and contribute positively to our school community
- staff and students can thrive in an atmosphere of mutual respect and safety
- students develop the skills, values, and attitudes that support their lifelong wellbeing and success

POSITIVE BEHAVIOUR FOR LEARNING STATEMENT:

At Penong Primary School, all areas of our school are regarded as learning and teaching environments. We see behaviour education as an opportunity for valuable social learning as well as a way to strengthen student engagement, wellbeing, and academic success.

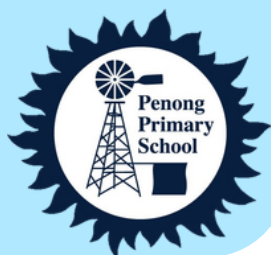
Our Behaviour Management Policy is based on the principles of Positive Behaviour for Learning (PBL) and provides clear systems to:

- encourage and acknowledge positive behaviours
- explicitly teach and model expectations
- prevent problem behaviours through proactive approaches
- respond fairly and consistently to inappropriate behaviours

Through this plan, we ensure that all members of our school community share common expectations, responsibilities, and understandings that contribute to creating and maintaining safe, positive, and productive teaching and learning environments.

To support every student to be a successful learner and positive member of our community, Penong Primary School has the following values in place, to be explicitly taught, modelled, practised and acknowledged:

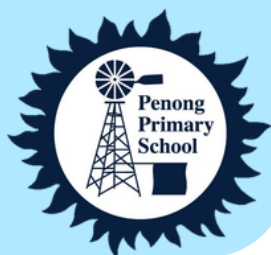
- Respect
- Community
- Achievement



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SCHOOL WIDE EXPECTATIONS AT PENONG PRIMARY SCHOOL:

RESPECT	COMMUNITY	ACHIEVEMENT
• I treat others as I would like to be treated. • I use equipment and resources respectfully. • I keep my hands, feet, and objects to myself. • I respect others' personal space. • I follow instructions from all adults. • I use my manners at all times. • I display respect for my classmates, teachers, and community members. • I enter and exit rooms in an orderly manner. • I sit appropriately at my desk. • I ask permission to leave the class. • I remind myself not to answer back. • I wear a hat to play. • I always tell the truth. • I respect others' right to learn. • I speak nicely to others. • I use whole body listening skills. • I follow routines, am punctual and organised. • I am fair and honest. • I consider the ideas and feelings of others. • I appreciate and am inclusive of differences.	• I follow the rules of games. • I make good attempts to sort out problems. • I am an effective bystander. • I am an active carer of my environment. • I return the equipment I use. • I invite others to play. • I am a good sport. • I help and care for others. • I play fairly – I take turns and invite others to join in. • I show gratitude. • I show empathy. • I show forgiveness. • I encourage others. • I use a positive tone of voice and body language. • I greet people kindly. • I share school belongings. • I contribute and participate. • I share responsibilities and roles. • I celebrate success with others. • I am helpful and generous to others. • I am inclusive of others.	• I follow directions. • I am attentive in class. • I am organised for my learning. • I complete set tasks. • I communicate clearly with others. • I aim to do the best I can. • I listen to all instructions. • I always have a go and change my thinking if I need to. • I try new things. • I persist with my goals and never give up. • I manage my belongings independently. • I try to sort my own problems where possible. • I make good choices about how to respond to people and situations. • I listen to other people's thoughts and ideas. • I ask for help when I need it. • I show perseverance when things get challenging. • I accept that mistakes are part of learning. • I use problem-solving skills. • I use self-regulation and calming skills. • I manage my own responsibilities and actions. • I show a love of learning and curiosity.



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BEHAVIOUR PROCESSES:

At Penong Primary School, we promote and encourage a positive and inclusive learning environment where all students are supported to be safe, respectful, and successful learners. We achieve this by establishing clear expectations, rules, rewards, and consequences that are consistently communicated and understood by all students. Positive feedback and reinforcement are regularly provided to acknowledge and celebrate students demonstrating positive behaviour.

We also use a whole-school reward system to foster teamwork, responsibility, and positive behaviour choices.

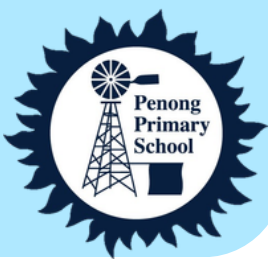
PRACTICES SUPPORTING A SUCCESSFUL LEARNING ENVIRONMENT:

At Penong Primary School, students are encouraged to take an active role in creating and maintaining a safe, respectful, and supportive learning environment that promotes positive outcomes for everyone. School processes that support students to do this include:

- Student Voice group
- Circle time/ class meetings
- Whole- school activities/ buddy programs
- Assemblies
- Relevant curriculum e.g. Keeping Safe: CPC/ Trauma-Informed Approaches
- Acknowledgement and reinforcement of appropriate behaviour by all
- Relevant policies and procedures to guide us e.g. grievance procedures
- School learning goal around student wellbeing
- Garden wellbeing program and social skills groups

FACILITATING POSITIVE BEHAVIOURS AND SUPPORTS TO REDUCE INAPPROPRIATE BEHAVIOURAL INCIDENTS:

- Teach, model and practice expected behaviours and social skills regularly as a whole school, whole class, in small groups or 1:1
- Use of restorative practices to support respectful problem solving
- Setting up for success – First two weeks of Term 1 then review at the beginning of each term and throughout
- Create a classroom Code of Conduct with students at the start of the year and review each term. Display it in the classroom
- Link expected behaviours to school values and whole-school expectations
- Explicit teaching and use of energy levels/ stages
- Recognise and celebrate positive behaviour with praise, various incentive programs and values awards



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- Wellbeing support
- Goal setting and behaviour tracking
- Whole school reward and student incentive for positive behaviour
- Mindfulness
- Interoception
- Self-regulation strategies

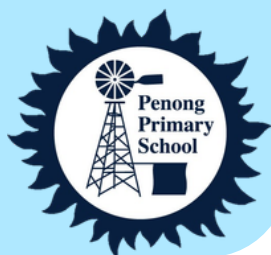
REDIRECTING LOW-LEVEL AND INFREQUENT PROBLEM BEHAVIOUR:

When a student exhibits low-level and infrequent behaviour:

1. The first response of staff members is to remind the student of expected school behaviour
2. When the student is ready to respond, ask them 'What are you doing? Why are you doing it? What should you be doing?'
3. Then ask the student to make a choice about their behaviour (e.g. go for a reset or go back to completing task).
4. Implement the whole school approach to behaviour so that staff, students and leadership are using the same language and system.

At times, some students may require additional targeted support to help manage their behaviour. While these behaviours may not always be considered 'high-level', their frequency can significantly impact the student's learning and social success, as well as that of others, and may affect the teacher's ability to maintain effective classroom instruction.

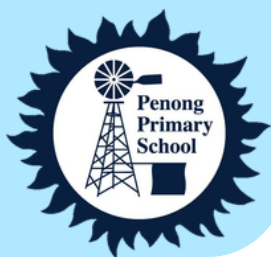
Penong Primary School works collaboratively with parents, carers, and students to provide appropriate strategies and supports that promote positive behaviour and engagement in learning. When required, an Individual Behaviour Plan may be developed, outlining specific goals, strategies and targeted interventions to address individual needs. In some cases, students may require specialised or intensive behaviour support, which may involve additional staff collaboration, consultation with external services, or access to tailored wellbeing and behaviour interventions to ensure every child is supported to succeed.



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STRATEGIES USED FOR TARGETED BEHAVIOUR SUPPORT INCLUDE:

Curriculum adjustment	Staff determine whether a student may need further support in curriculum related areas, and adjustments are made where necessary. This may involve: • working with staff to provide adjustments to class work • working with a SSO in an intervention model • working cooperatively with a peer or older student.
Verbal	Verbal reinforcement, used every day in both the classroom and playground, includes: • specific reinforcement (for example: thank you for sitting down, put your books down thanks) • age level appropriate verbal cues • targeted direction giving.
Non-verbal	Non-verbal reinforcement, used every day in both the classroom and playground, includes: • body language – smile, thumbs up • behaviour charts • behaviour plans • awards
Communication with the school community	Communication with the parents/caregivers occurs through all stages of targeted behaviour support, and includes positive/encouraging letters or phone calls home.
Added responsibilities – meaningful roles	A child who is receiving targeted behaviour support may benefit from added responsibilities within the class or school. These responsibilities can include: • working with a younger or older classmate • classroom jobs • school jobs
Behaviour intervention	If a student's behaviour still does not meet acceptable standards, we may require external support through: • psychology • behaviour support team • school social workers etc.



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STEP SYSTEM:

The Step System provides a consistent, whole-school approach to behaviour management in both classroom and yard settings. It ensures that behaviour is addressed fairly, restoratively, and in a way that supports student growth and responsibility.

Yard behaviour

Step 1 – Reminder (Low-Level Behaviour)

Examples: Arguing about game rules, running out of bounds, unsafe play.

Response: Student provided with gentle reminder and redirection with a choice given by the teacher.



Step 2 – Reset (Persistent Low-Level Behaviour)

Examples: Ignoring reminders, ongoing unsafe play.

Response: Student seated in an alternative space for a short time (e.g. bench in shaded area) for a reset.



Step 3 – Yard Time-Out (Low-Medium-Level Behaviour)

Examples: Deliberately excluding others from games, repeated unsafe play with equipment.

Response: Student remains on the bench/ in the office for the remainder of the break or until the teacher/ leader is confident they can join in play appropriately.



Step 4 – Principal Intervention (High-Level Behaviour)

Examples: Threatened violence, physical fighting, rudeness, defiance, bullying.

Response: Student escorted to front office for a restorative conversation. Parents contacted by principal. Restorative plan to be completed by student. Behaviour recorded on EMS.



Step 5 – Serious or Ongoing High-Level Behaviour)

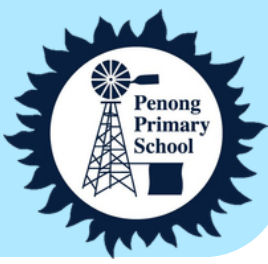
Actions: Take Home (parents expected to collect child ASAP)

Internal Suspension (student in front office all day)

Suspension (up to 5 days) or Exclusion

A compulsory re-entry meeting is required with family and student following a suspension.





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Classroom behaviour

Step 1 – Reminder (Low-Level Behaviour)

Examples: Distracting others from teaching/learning e.g. inattention, off task, swearing (non-targeted).

Response: Student provided with gentle reminder and redirection with a choice given by the teacher.



Step 2 – Reset (Persistent Low-Level Behaviour)

Examples: Ignoring reminders, continued distraction.

Response: Several reminders from the teacher. Student seated in an alternative space (e.g. office) for a reset.



Step 3 – Buddy Class / Office (Low-Medium-Level Behaviour)

Examples: Non-compliance, inappropriate language.

Response: Student completes work in buddy class/office. Reflection before re-entry.



Step 4 – Principal Intervention (High-Level Behaviour)

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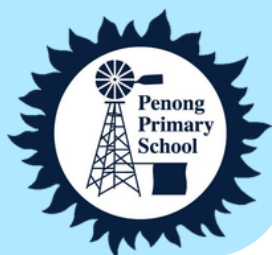
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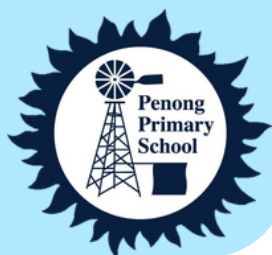
EXAMPLES OF INAPPROPRIATE (HIGH-LEVEL) BEHAVIOUR:

The Department for Education has a computerised recording system (EMS) which is used for recording behaviours of students at Step 4 and 5. They are divided into 6 major categories:

- Violence – Actual or Threatened
- Threatened Good Order
- Threatened Safety or Wellbeing
- Acted Illegally
- Interfered with the Rights of Others
- Persistent and Wilful Inattention

Some behaviours may be able to be listed under more than one category. The table below lists some examples of the types of behaviour that fall under each category. The labels low, medium and high are used on the previous page, describing the various stages of intervention.

CATEGORY	LOW	MEDIUM	HIGH
VIOLENCE	<i>All types of violence are considered high level</i>		• Verbal violence (e.g. targeted swearing) • Injury to others • All types of physical violence • Physical fighting • Physical bullying • Violence with intent to hurt or harm
THREATENING GOOD ORDER	• Littering • Not following classroom expectations/rules • Not playing by the rules • Swearing (not targeted) • Non-compliance with reasonable instruction • Refusal to work	• Repeated low-level behaviours • Minor vandalism (e.g. writing on desks)	• Rudeness/insolence in front of others (e.g. targeted swearing) • Defiance – refusal to cooperate • Serious and continual disruptions to teaching and learning
THREATENING SAFETY OR WELLBEING	• Running behind classrooms/out of sight • Not wearing a hat • Climbing/standing on furniture • Unsafe play e.g. tackling, jumping onto people's backs	• Unsafe behaviour resulting in accidental injury • Repeated unsafe play • Deliberately excluding others from safe activities • Throwing objects across the classroom • Spreading rumours	• Serious unsafe play (e.g. climbing onto roof space) • Leaving school grounds • Leaving room without permission for extended time • Violence or bullying that threatens safety



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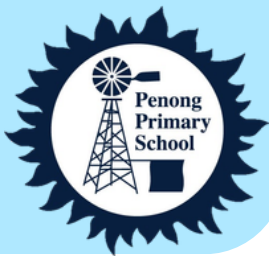
CATEGORY	LOW	MEDIUM	HIGH
INTERFERING WITH THE RIGHTS OF OTHERS	• Calling out in class • Disrupting others' games • Not following class rules • Taking someone else's hat/property without permission • Excluding others from activities	• Harassment (racial, sexual, homophobic, religious, disability) • Interfering with teaching and/or learning • Deliberate spoiling of games (e.g. kicking ball away)	• Harassment/discrimination (serious or repeated) • Sexual harassment • Bullying
PERSISTENT AND WILLFUL INATTENTION	• Off-task behaviour • Not engaging in learning	• Deliberate off-task behaviour	• Continual, deliberate off-task behaviour
ACTING ILLEGALLY	All illegal activity is considered high level e.g. drugs, cyber bullying, destroying property, theft and SAPOL may be called to intervene.		

All school community members have varying degrees of responsibility to ensure a safe, positive and caring environment.

RIGHTS AND RESPONSIBILITIES:

Students

- Treat others as you would like them to treat you
- Pursue your personal best and show persistence
- Have reasons for the things you say or do
- Participate actively and positively in all learning programs
- Take responsibility for their own learning and behaviour



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Staff

- Provide and engaging and rigorous curriculum
- Provide equitable access to the curriculum
- Provide a safe and caring learning environment
- Use specific and consistent language
- Ensure open communication to parent/ carers to ensure the best possible outcomes for all children

Parents/ Carers

- Be open and respectful to the beliefs of others
- Encourage and model school values
- Acknowledge the value of education
- Participate in your child's learning
- Ensure your child attends school and is punctual
- Ensure open communication with teachers and principal to ensure the best possible outcome for children

Every child has the right to be safe and to learn.

Every educator has the right to be safe and to teach.

Through these processes, Penong Primary School aims to develop students' self-regulation, responsibility and respect for others, fostering a safe, supportive and productive learning environment for all.