

# Behaviour Management Policy 2022

## Purpose

The purpose of our Glen Huon PBS committee is to develop and implement School-wide Positive Behaviour Support to improve behaviour and explicitly teach social skills. It is our intention that by encouraging ownership by staff, students and the community, this will develop a school culture which is positive and consistent and based on a common language which is used by all. Our ultimate intended purpose will lead to higher educational outcomes.

Our mantra is **“situations change – expectations stay the same.”**

## Four Expectations

Our School sets the following expectations that underpin student behaviour in the classroom, playground, and all school activities:

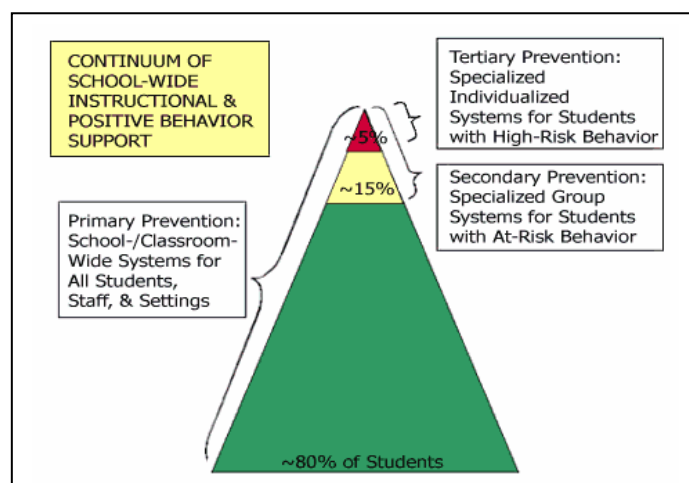
- Be Safe – everyone feels safe, positive and cared for.
- Be an Active Learner—striving for excellence in all aspects, demonstrating determination.
- Be Responsible—taking personal responsibility for our own actions. Acting in ways that supports the planet and ourselves.
- Be Respectful—of self, others and the environment. We apply the principles of Choose Respect.



## Our Rationale

We have found that student behaviour improves when the following conditions are in place:

- Behavioural expectations and social skills are very **clear and explicitly taught** daily.
- **Positive and immediate feedback** is given to students for complying with our expectations.
- Expectations and feedback are **universally** used across the school.
- Teachers actively implement quality **prevention strategies**.
- Our school community are **educated** and **supportive** of Positive Behaviour support system.
- Whole School 3-Step resilience strategy – **Stop, Walk, Talk**.
- Implementing the key Positive Behaviours strategies with **consistency** and **fidelity**.
- Create environments to increase the likelihood for students learn and behave.



**Whole School Agreed Strategies for Positive Behaviours**

*Tier 1 – Primary Intervention (All Students)* – The Matrix is a detailed version of Glen Huon’s Four Expectations throughout the school day. It is displayed in all learning areas across the school.



An Electronic version can be located at: S:\AdminShared\Staff Intranet\Behaviour -PBS\Matrix

**Fortnightly Focus – Classroom**

The fortnightly focus is a snippet of the Matrix that is explicitly taught to the students throughout the fortnight. The focus and an example of how to demonstrate this is announced over the PA system every morning by student leaders. The Focus is displayed in Classrooms and used as a teaching tool. A class or learning area is rewarded with the Choose Respect Award at fortnightly Gatherings for demonstrating this particular behaviour focus. Fortnightly focus and winning classrooms will be announced and celebrated in our School Newsletter and on ClassDojo.

	Be Respectful Be Responsible Be Safe Be an Active Learner
Week 1-2	Transitions
Week 3-4	Learning Areas
Week 5-6	Eating Food and Recess and Lunch
Week 7-8	Before and after School, Gatherings and Special events
Week 9-10+	Problem Solving Strategies

**STOP, WALK, TALK – Whole School 3-Step Resilience Strategy**

**1. STOP**

When students experience a problem behaviour or they see another student experiencing a problem behaviour, they will put their hand up in a neutral “stop signal” and they will say, “Stop”.

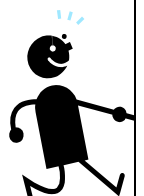
If students are asked to “stop” they should:

1. Stop what they are doing.
2. Take a deep breath and count to 3.
3. Go on with their day.



**2. WALK**

When students have tried “stop” and the problem behaviour continues, they will “Walk Away” from the problem



behaviour and go on with their day.

### 3. TALK

Students should “talk” to an adult when they have tried the “stop signal” and “walk away” but the problem behaviour continues.

Adults should respond to students like this:

1. Adults will thank the student for coming to them.
2. Adults will ask what the problem is.
3. Adults will ask the student if they said “stop”.
4. Adults will ask the student if they “walked away” calmly.
5. The students will be asked to practice Stop/Walk/Talk



#### Common understandings of this program

- Problem behaviour needs peer attention to continue just like a candle needs oxygen to stay lit.



Adults should respond to students like this: -

- Did you add Fuel to the Fire or did you snuff it out?

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## *Behaviour Curriculum*

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### *Explicit Teaching of Social Skills*

Ten Lesson plans have been designed for teachers as a platform to assist in teaching key areas of Behaviour. The lesson plans will be delivered on a Monday afternoon by the whole school in individual learning areas for the whole of Term 1. Line Managers will come and assist in the teaching. Term 2,3,4 Lesson Plans should be taught as and when necessary to remind students.

Lesson plans are located on the Share Drive

S:\AdminShared\Staff Intranet\BEHAVIOUR- PBS\10 PBS Lesson Plans

Lesson Videos are located at

S:\AdminShared\Staff Intranet\BEHAVIOUR- PBS\Lesson Videos

*Classroom management* is one component of an effective learning environment and relies heavily on the teacher’s skills related to **content**, **instructional skills**, and **instructional strategies**. Teachers are expected to use CMS strategies and strategies for teaching social skills from the resources below:

- Classroom Management – A Thinking and Caring Approach *Barrie Bennett/Peter Smillanich*
- Stop Walk Talk Teacher’s Manual  
[http://www.pbis.org/common/pbisresources/publications/bullyprevention\\_ES.pdf](http://www.pbis.org/common/pbisresources/publications/bullyprevention_ES.pdf)
- Challenges and Choices - Health
- Friendly Kids/Friendly Classrooms
- Aussie Optimism.

*Lesson Design* is an essential strategy. We use the TeachWell pedagogical framework to build high-impact instruction. In order to maintain engagement and accountability full participation tactics are used throughout all classrooms.

**Essential Classroom Practice**

The following areas are to be thoughtfully considered:

- **Supportive Environment** - It is expected that teachers will implement regular and varied class building activities and strategies and demonstrate an understanding of the effect of Winning over, Positive cohesive bonding, Inclusiveness and Safe environment.
- **Expectations and Rules** – Teachers will use the matrix to embed the school-wide expectations across a variety of situations.
- **Procedures and Routines** – Explicitly taught and revisited at point of need.
- **Planning and Organisation** – Teachers are expected to pre-program, use effective lesson design and implement other CMS strategies such as, framing questions.
- **Active Supervision** – Teachers are expected to be constantly moving, targeting problem areas, scanning all students, making eye contact and interacting frequently.
- **Quality Transitions** – Teachers are to effectively supervise students between lessons and between classes. Agreements are to be made with DOTT providers over shared responsibilities.
- **Strategies to acknowledge appropriate behaviour** – See class and school wide reward system.
- **Corrective responses and Delivery of consequences**– See CMS overview

**Procedures for Encouraging Expectations**

Ex-factor slips and Class Dojo Points – Free and Frequent (daily)	Postcards – Recording of Free and Frequent (termly)	Excellence Awards – Consistent and clear. Set Goal (3-4 weeks)	Gold Club - Strong and Long (Termish)
<p>Criteria.... One off displays of our expectations (short term)</p> <p>All staff encouraged to use the slips frequently and to use the language of the expectations when giving them out.</p> <p>Class Dojo to be set up and used in all classrooms. Language of the expectations used when giving points. Dojo points are then added to faction points weekly. Dojo is reset each Term. Teachers count (or students in class) and report numbers on Faction sheet.</p> <p>Faction Day Reward at the end of each term with the winning faction receiving the best reward and then the 2nd place etc...</p>	<p>Criteria - Individual Targets set within Classrooms (Term).</p> <p>For example: Bronze 350 dojos, silver 550 dojos and Gold 1000 dojos in a Term.</p> <p>Reward of a Bronze, Silver or Gold Postcard when required amount achieved.</p> <p>Postcards are recorded in SIS and entered in weeks 5 and 9.</p> <p>Postcards are sent home with students.</p> <p>Postcards are recognition of the number of Free &amp; Frequent points obtained by individual students.</p>	<p>Criteria.... More consistent display of our expectations (medium term)</p> <p>Awarded when a student achieves an academic, behavioural or personal goal.</p> <p>Announced in class <b>immediately</b> when the student has displayed the winning criteria...stop class announce and discuss reasons.</p> <p>Teachers Recorded on SIS...and then send the certificates to the office by the <b>Monday before the gathering.</b></p> <p><b>Two (2) – Three (3) per class and if there are more please confirm with admin prior to informing parents.</b></p>	<p>Criteria .... Consistent display of our expectations (longer term)</p> <p>NOT for a one time display of a targeted behaviour.</p> <p>Can be achieved each term if the criteria for the award is met.</p> <p>All staff encouraged to give these out BUT please liaise with class and specialist teachers.</p> <p>Teachers send or email gold slip note to office and deputy will complete process which includes coming back to class to acknowledge and give out wristband.</p> <p>Recorded on SIS and a letter is sent home with a Fridge magnet.</p>

<p>Class teachers supervise factions during reward – a member of the PBS committee to facilitate.</p> <p>Xfactor Slips are put into wheelie bin in each Learning Area and collected for Semester draw.</p> <p>Each Semester a Grand Prize is drawn at Gathering. One from each learning area.</p>		<p>All staff encouraged to give these out BUT please liaise with class teachers</p> <p>Presented at gathering.</p> <p>Tick the box or boxes for the appropriate expectation/s.</p> <p>Teachers Dojo parents to let them know.</p>	<p>Recorded in newsletter.</p> <p>New members of the 'Gold Club' acknowledged by the Principal at the Gathering.</p> <p>Gold Club members will receive wrist bands.</p>
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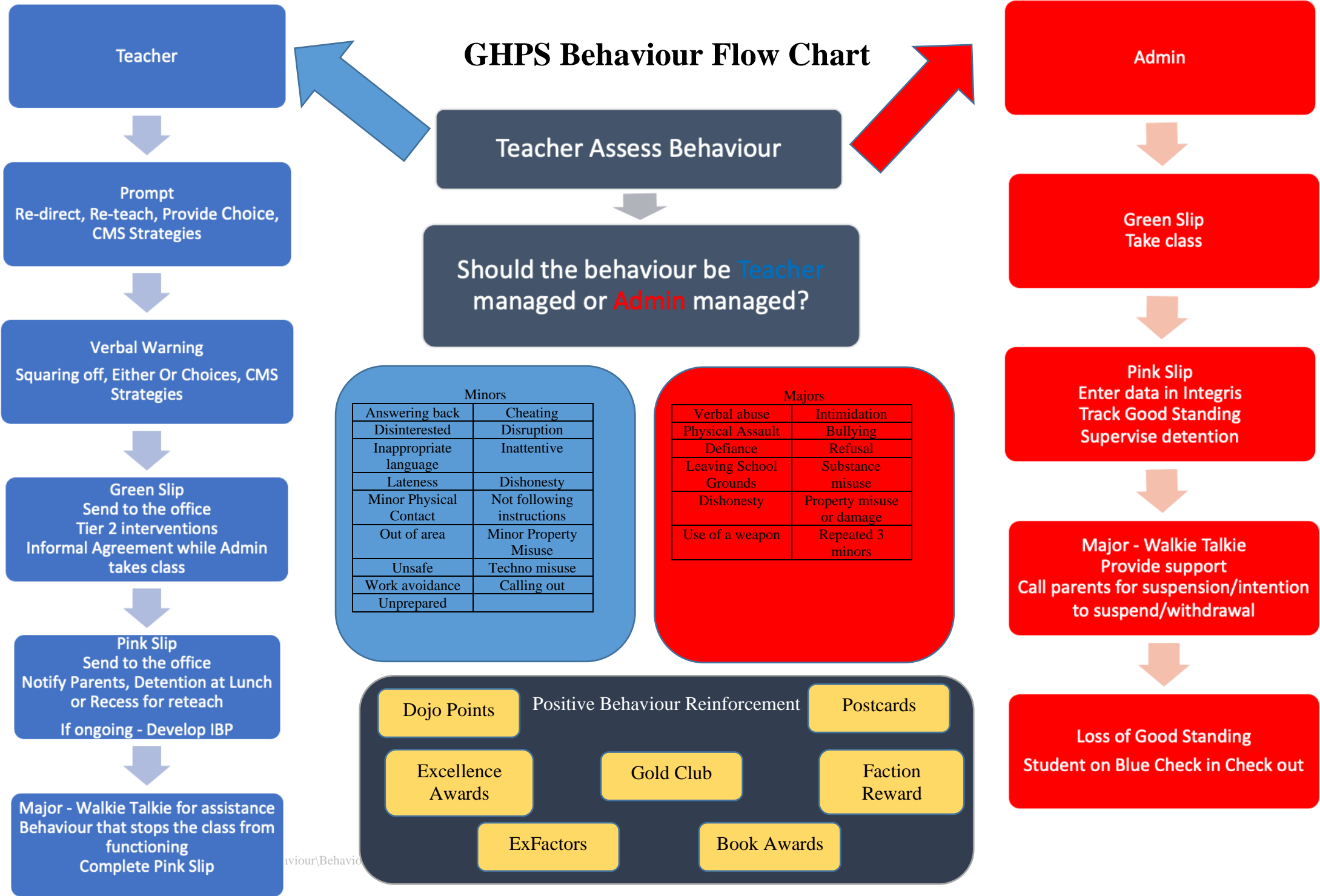
Endeavour Award (Annually)	Outstanding Academic Achievement Award (Annually)
<p><b>Criteria</b> - Following Glen Huon's four expectations - Be Respectful, Be Responsible, Be Safe and Be an Active Learner. Whilst also demonstrating our school values of care, personal best, integrity and honesty and respect at all times.</p> <p>Verified by school reports and contributions to school events.</p>	<p><b>Criteria</b> - Achieves above the achievement standards in a range of subjects consistently.</p> <p>Verified by academic records.</p>
<p>One student will be selected by the class teacher in conjunction with specialist teachers and admin.</p> <p>One student will be selected by the class teacher in conjunction with specialist teachers and admin.</p> <p>Notify Admin of your award recipient by week 7, term 4.</p> <p>Teachers record on SIS and notify parents of the award and that it would be preferred to be kept a surprise from the student.</p> <p>Student is presented with a book award during the end of year Awards Gathering by the Class Teacher.</p>	

**Procedures for Discouraging Inappropriate Behaviour in the Classroom**  
**Behaviour Management Overview Using CMS**

Students feel <b>safe</b> and <b>included</b> and able to <b>learn</b>	● <b>Prevention</b>	<p><b>Winning over</b></p> <ul style="list-style-type: none"> <li>▪ Politeness</li> <li>▪ Meeting students at the door</li> <li>▪ Demonstrating personal interest</li> <li>▪ Use of names</li> <li>▪ Smile</li> <li>▪ Humour</li> <li>▪ Enthusiasm</li> <li>▪ <b>Positive Incentives</b></li> </ul>		
MINOR Student demonstrates <b>Attention Seeking</b> behaviour	● <b>Prompt</b>	<p><b>Low key responses</b></p> <ul style="list-style-type: none"> <li>▪ Eye contact</li> <li>▪ Proximity</li> <li>▪ Minimal verbal</li> <li>▪ Non-verbal</li> <li>▪ Deal with problem not the student</li> <li>▪ Planned ignore</li> <li>▪ Private dialogue</li> <li>▪ Deal with allies' first</li> <li>▪ The look</li> <li>▪ The pause</li> <li>▪ Responding to appropriate behaviour</li> <li>▪ Modelling appropriate behaviour</li> <li>▪ Come on back</li> <li>▪ <b>Positive Incentives</b></li> </ul>		
MINOR Student demonstrates <b>PERSISTENT</b> attention seeking behaviour	<ul style="list-style-type: none"> <li>● <b>Re-Direct</b> - Re-state the Matrix behaviour</li> <li>● <b>Re-teach</b></li> <li>● <b>Provide Choice</b></li> </ul>	<p><b>Squaring Off</b></p> <ol style="list-style-type: none"> <li>1. Pause or stop</li> <li>2. Turn body (square off)</li> <li>3. Intensify eye contact</li> <li>4. Use minimal verbal response</li> <li>5. Say thank you</li> </ol>	<p><b>Either Or choices</b></p> <ol style="list-style-type: none"> <li>1. Stop teaching</li> <li>2. Square off</li> <li>3. Intensify eye contact</li> <li>4. Give either/or statement</li> <li>5. Ask for student response</li> <li>6. Listen and watch for student's answer</li> <li>7. Say thank you</li> </ol>	<p><b>Implied Choice</b></p> <ul style="list-style-type: none"> <li>▪ Act on choice</li> <li>▪ <b>Effective choices</b></li> <li>▪ Related to behaviour</li> <li>▪ Not seen as punishment</li> <li>▪ Immediate</li> <li>▪ Not an ultimatum</li> <li>▪ Use +ve or neutral tone</li> <li>▪ Able to follow through</li> <li>▪ <b>Informal Agreement</b></li> </ul> <p>This is done at a pre-arranged time – see CMS resources</p>

<p><b>Circuit Breaker</b></p>	<p><b>Green Slip Circuit Breaker</b></p>	<ul style="list-style-type: none"> <li>• A green is not the one before a pink as a threat. But it is the one to use to assist in the situation not resulting in a pink slip.</li> <li>• It is an opportunity to gather some time to have a moment of separation for you and the student.</li> <li>• It may be ... I require 20 minutes to do an informal agreement with a student.</li> <li>• It may be the student is being disruptive I am unable to teach please have him in the office to do his work.</li> <li>• It may be something happened during recess and lunch and it needs investigation so I need some time or is admin able to sort the issue out as I am teaching.</li> </ul>	
<p><b>MINOR TO MAJOR</b> Student demonstrates <b>POWER SEEKING</b> Behaviour</p>	<ul style="list-style-type: none"> <li>● <b>Defuse</b></li> <li>● <b>Conference</b></li> <li>● <b>Informal Agreement</b></li> <li>● <b>Implement Consequences</b></li> </ul>	<p><u><b>Power</b></u></p> <ol style="list-style-type: none"> <li>1. Pause or stop</li> <li>2. Square off</li> <li>3. Intensify eye contact</li> <li>4. Take 2-3 deep breaths</li> <li>5. Deal with allies first</li> <li>6. Shift responsibilities – back to student to make a good choice</li> <li>7. Pause and Allow student to save face</li> <li>8. Closure - Say thank you/I appreciate it</li> </ol>	<p><u><b>Responses to Power</b></u></p> <ul style="list-style-type: none"> <li>▪ Ignore</li> <li>▪ Short circuit by changing situation, topic or humour</li> <li>▪ Describe situation</li> <li>▪ Use language of attribution – what their behaviour is compared to what you want demonstrated.</li> <li>▪ Provide a behavioural choice</li> <li>▪ Develop IBMP if needed.</li> <li>▪ Consult with SS team for additional strategies if needed</li> </ul>
<p><b>MAJOR</b> Student demonstrates <b>NO TOLERANCE</b> BEHAVIOUR</p>	<p><b>Pink Slip Red Card/Walkie Talkie</b></p>	<p><u><b>No tolerance Behaviour</b></u></p> <ul style="list-style-type: none"> <li>▪ <b>Physical harm to others</b></li> <li>▪ <b>Wilful destruction/theft of property</b></li> <li>▪ <b>Defiance (ongoing/persistent/wilful)</b></li> <li>▪ <b>Verbal abuse or obscenities</b></li> <li>▪ <b>Behaviour that stops class from functioning</b></li> </ul>	

# GHPS Behaviour Flow Chart



Teacher

Teacher Assess Behaviour

Admin

Prompt  
Re-direct, Re-teach, Provide Choice, CMS Strategies

Should the behaviour be **Teacher** managed or **Admin** managed?

Green Slip  
Take class

Verbal Warning  
Squaring off, Either Or Choices, CMS Strategies

Pink Slip  
Enter data in Integris  
Track Good Standing  
Supervise detention

Green Slip  
Send to the office  
Tier 2 interventions  
Informal Agreement while Admin takes class

Minors	
Answering back	Cheating
Disinterested	Disruption
Inappropriate language	Inattentive
Lateness	Dishonesty
Minor Physical Contact	Not following instructions
Out of area	Minor Property Misuse
Unsafe	Techno misuse
Work avoidance	Calling out
Unprepared	

Majors	
Verbal abuse	Intimidation
Physical Assault	Bullying
Defiance	Refusal
Leaving School Grounds	Substance misuse
Dishonesty	Property misuse or damage
Use of a weapon	Repeated 3 minors

Major - Walkie Talkie  
Provide support  
Call parents for suspension/intention to suspend/withdrawal

Pink Slip  
Send to the office  
Notify Parents, Detention at Lunch or Recess for reteach  
If ongoing - Develop IBP

Major - Walkie Talkie for assistance  
Behaviour that stops the class from functioning  
Complete Pink Slip

Loss of Good Standing  
Student on Blue Check in Check out

Dojo Points

Positive Behaviour Reinforcement

Postcards

Excellence Awards

Gold Club

Faction Reward

ExFactors

Book Awards



### **Tier 2 – Secondary Intervention (targeted or small groups)**

Five to ten percent of the classroom population may require a documented plan to address specific areas of achievement. These students may:

- have 3 or more behavioural office referrals (in class or playground)
- not be responding to the usual Tier 1 strategies

It is the classroom teacher’s responsibility to write student Behaviour Plans. Where needed, support may be provided by the behaviour coordinator and/or the Student Services Team.

Information Gathering/Data Collection	Developing Individual Behaviour plan with Teacher, Line Manger, Parent and EA	Implement Behaviour plan	Review
<p>Teachers access a variety of sources to make judgements about the nature and frequency of inappropriate behaviours. These may include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Observations</li> <li>• Previous reports</li> <li>• SIS records</li> <li>• SAER records</li> <li>• Parent information</li> </ul>	<ul style="list-style-type: none"> <li>• Define the problem</li> <li>• Develop hypothesis – what do you think is the purpose of the behaviour?</li> <li>• Identify replacement behaviours and effective incentives</li> <li>• Select intervention strategies</li> <li>• Apply social skills focus – social stories, group games, peer support</li> <li>• Give copy of plan to Behaviour Coordinator</li> <li>• <b>See SAER policy for further information on contents of documented plans, strategies and proformas.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Teach social skills individually or in small groups</li> <li>• Liaise with support staff to ensure continuity – if specific strategies need to be universally applied, then the classroom teacher needs to contact other staff so they are aware of the plan and how to implement it effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Change unsuccessful strategies - If plan isn't working, try something new. Giving up isn't an option.</li> <li>• Refer to Student Services for support if needed</li> </ul>
<p><b>TOOLS:</b></p> <p>S:\AdminShared\Staff Intranet\CURRICULUM\SAER\Behaviour resources</p>	<ul style="list-style-type: none"> <li>• CICO Check In Check Out</li> <li>• Motivational Assessment Scales</li> <li>• Functional Behaviour Problem Solving – ABC of behaviour to determine the function.</li> <li>• Escalation profile, motivational assessment scales</li> <li>• Strategies, Managing Abuse Related Trauma - SMART PRACTICE</li> <li>• Explicit teaching of Social skills and strategies to manage emotional regulation – Aussie Optimism, Zone of regulations, PBS Stop Walk Talk, Challenges and Choices.</li> </ul>		

### **Tier 3 – Tertiary Intervention (Intensive Intervention)**

One to five percent of the classroom population may require a specialised and individualised learning program. These students may:

- have been identified with specific behaviours or conditions which may or may not be coupled with a formal diagnosis or Schools Plus support.
- demonstrate behaviours (social/emotional/cognitive) that are significantly different from their peers.
- have been formally assessed by a school psychologist.

Refer to Student Services Team	Data collection and Behavioural Assessments	Behaviour Intervention Plan
<p>Students may be referred through a variety of sources including, but not limited to class teacher, parents, behaviour data and interagency services. Once a referral is made the following process takes place:</p> <ul style="list-style-type: none"> <li>• Case conference with appropriate personnel including family, teacher, interagency, school psychologist</li> <li>• The Case conference process utilises the knowledge of school systems, the student and behavioural theory</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor and analyse</li> <li>• Define problem behaviour</li> <li>• Identify antecedent events</li> <li>• Identify consequences that maintain and reduce behaviour</li> </ul>	<p>This plan is more extensive and intensive than a behaviour management plan as it requires input and intervention from a range of sources. It may focus on:</p> <ul style="list-style-type: none"> <li>• Preventing problem behaviour</li> <li>• Minimising reward of problem behaviour</li> <li>• Rewarding appropriate behaviour</li> <li>• Ensuring physical safety</li> </ul>



## **Bullying Prevention Policy**

Our focus is on a reconciliatory approach to managing bullying incidents. The “No Blame”/ Reflective Listening approach involves students talking about what they know about a situation and coming up with solutions. This will assist with developing ownership and social responsibility of the problem by the students involved.

We all have the right to feel safe at all times and every member of our school and contributing community has the responsibility to show tolerance towards others and behave in a way that respects the right of others.

### *Bullying is:*

- A repeated and unjustified behaviour that may be physical, verbal and /or psychological
- Intended to cause fear, distress, or harm to another
- Conducted by a more powerful individual or group
- Against a less powerful individual who is unable to effectively resist

Physical – Being hit, kicked or pushed around

Exclusion – Being ignored, left out on purpose or not allowed to join in

Threats – being made afraid of getting hurt

Verbal Abuse and Teasing – being made afraid of getting hurt

Lies or Rumours – lies or nasty stories are told about them to make other kids not like them

**It is your right and responsibility to report bullying, whether it happens to you or to someone else.**

### *Is fighting bullying?*

While fighting between two students is of concern, it may not be bullying. It is the presence of a power imbalance that distinguishes bullying from fighting, conflict, violence and disagreement. It is this imbalance of power that makes mistreatment of the victim possible.

### *Is teasing bullying?*

Teasing done in mutual fun and jest, where all individuals are involved and feel capable of responding, is not bullying.

However, teasing that is done in a mean and hurtful way by a powerful person to a person who feels powerless to respond or stop what is happening, is bullying.

### *What can students do?*

#### **While it's happening**

- Tell the bully to stop annoying you or firmly ignore their behaviour and walk away from them (Stop, Walk, Talk)
- Show that it does not upset you. The bully is not encouraged and may stop. Use humour—laugh along with them
- Do not retaliate with physical or verbal bullying

#### **After it's happened**

- Report it to a member of the school staff.
- Share your feelings with others. They can help you make a decision. Talk about it with family and friends
- Avoid high-risk areas before, during and after school
- Don't get concerned about the “dobber” label, it only protects the bully. **Dobbing** is when you tell on someone just to get them into trouble. **Telling** is standing up for your rights.

### *What can parents do?*

- Be aware of signs of distress in your child
- Assist your child to discuss the problem with a teacher
- Discourage any planned retaliation, either physical or verbal by discussing positive strategies they can use.
- Be positive about your child's qualities and encourage your child to be tolerant and caring.

### *What can Staff do?*

#### **Pre Event** - Before student is bullied

- Be obviously present during recess and lunchtimes when on duty as a deterrent to possible incidents and to be available for reporting of incidents
- Teach all students appropriate skills from mandated curriculum including:

- How to make and keep friends
- How to be assertive
- How to build empathy so students appreciate the effects of bullying
- Appropriate and inappropriate behaviours
- How to play and work cooperatively

**Event** - During a bullying situation

**Teach students who are bullied:**

- What bullying is and that it is not acceptable behaviour
- It's OK to talk about it
- Strategies to develop skills of asking for help, assertiveness training, Self esteem building, cooperation skills, problem solving and conflict resolution skills

**Teach students who bully:**

- What bullying is and that it is not acceptable behaviour
- Steps involved in Behaviour Management Plan
- The consequences for engaging in bullying behaviour
- Strategies to develop the skills of Anger management, empathy building, cooperation skills and conflict resolution skills

**For those involved and/or affected by bullying, strategies to develop the skills of:**

- Bystander responses
- How to seek help
- Empathy development
- Assertive responses
- Values clarification

**Post Event** - After a bullying event

- Ensure bullying is reported to Admin
- Ensure close monitoring of the situation
- Use method of shared concern
- Provide student support for individual social skill development
- Case management with student support team

Glen Huon Primary  
An Independent Public School  
Together Toward Tomorrow

# Good Standing Policy



Glen Huon's **Good Standing** Policy is in accordance with the State Government's, 'Let's Take a Stand Together' Action Plan, our Schools Mission Statement and Behaviour Management Policy which are supported by the Positive Behaviour Support Strategy.

**Good Standing status** is granted to all Glen Huon students at the beginning of each term. Students with **Good Standing** are eligible to participate in whole school rewards, school social activities and extra curricula activities such as interschool carnivals.

It is the responsibility of each student to maintain their **Good Standing**.

To maintain **Good Standing**, students must comply with the explicit school expectations, which are set out in the school's behaviour matrix under the following headings:

- Be Responsible
- Be Respectful
- Be Safe
- Be an Active Learner

A student's **Good Standing** status will be lost following consultation with the administration and the classroom teacher for:

- Three or more Pink slips within two weeks.
- Suspension or 2 classroom withdrawals. This includes but is not limited to starting a fight or making physical contact with the intention to harm another student or staff member.

Year 6 students who have lost their **Good Standing** at the time of Year 6 camp or Leavers Ceremony Activities could jeopardise their participation in these events. If applicable, leadership positions could also be revoked.

### **Severe Clause**

Students who are involved in a one-off severe behaviour incident in the classroom or playground will automatically lose their **Good Standing**.

### **Regaining Good Standing**

Students will regain their Good Standing after displaying the desired behaviours for a two-week time period. The desired behaviours and supports put in place will be documented and discussed with all stakeholders. Prior to the reinstatement of good standing a restorative conversation with the teacher or the Principal will take place.

**Good Standing** is restored at the beginning of each term.

In the event of **extenuating circumstances**, any decision to withdraw or maintain Good Standing, will be at the discretion of the Principal in consultation with the classroom teacher.