Wonga Park Primary School



School Wide Positive Behaviour Support (SWPBS)

Student & Family Handbook

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SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT - INTRODCUTION

School Wide Positive Behaviour Support (SWPBS) provides a consistent framework that defines our school's values, expectations and routines across all settings. It replaces multiple behaviour management approaches with a whole school approach that explicitly teaches expectations and recognises students who demonstrate them.

The reported outcomes include:

- Calmer, more positive school environments.
- Stronger student social skills, supported by a consistent approach to behaviour management.
- Improved respect and relationships between staff and students, supported by greater staff awareness of wellbeing needs and effective strategies to address anti-social behaviour.
- Increased staff morale, confidence, and collaboration.
- Clearer student understanding of expected behaviours and greater motivation to meet these expectations across different contexts.
- Fewer incidents of severe negative behaviour, with many schools reporting a reduction in critical incidents.
- Improved learning environments, leading to stronger outcomes for student learning.

The SWPBS framework consists of three tiers of intervention and support:

Tier 1: Aimed at all students across the school.

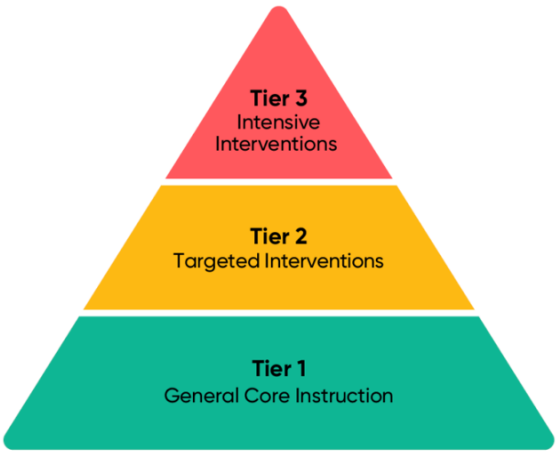
- This tier supports overall wellbeing by promoting prosocial behaviour, emotional regulation, mental health, and skill development.

Tier 2: Targeting around 10–15% of students who need additional support.

- This tier provides structured interventions through collaborative planning. It focuses on developing skills and improving relationships, particularly within the classroom setting.

Tier 3: Designed for approximately 1–5% of students with the most significant needs.

- This tier offers intensive, individualised and developmentally appropriate support.



Wonga Park Primary School Student Wellbeing – Tiered Approach		
Level	**Whole School Strategies**	**Classroom/ Individual Strategies**
Tier 3 *Essential for a Few* *Intensive Support*	• Student Support Group • Individual Education Plan • Functional Behaviour Assessment • Behaviour Support Planning • Student Safety and Wellbeing Plans • Risk assessment • Psychs in School program • Engagement with internal/external support agencies • Sentral data collection	• Scheduled Check-Ins/Check-Outs • Planned Play • Increased acknowledgement of positive behaviour ratio • Communication with parents/guardians • Explicit goal setting and teaching • Reasonable adjustments • Additional teacher support via professional learning and release time to attend meetings
Tier 2 *Necessary for Some* *Early Intervention*	Consistent and calm response • Restorative practices • Student Support Group • Individual Education Plan • Learning intervention groups • Social, Academic, and Emotional Behaviour Risk Screener (SAEBRS) • Social skills group • Student behaviour incident / reflection forms • Better Choices Club • Sentral reporting	• Increased parent/carer communication • Increased acknowledgement of positive behaviours • Identify triggers and function of behaviour • SWPBS tools: Prompt / Redirect / Reteach / Direct Choice • Goal setting • Classroom-based Check-Ins/Check-Outs • Reasonable adjustments • Targeted brain breaks • First and then charting • Social Skills • Social Stories
Tier 1 *Good for All* *Promotion & Prevention*	• Social, Academic, and Emotional Behaviour Risk Screener (SAEBRS) • School Wide Positive Behaviour Support (SWPBS) • Positive acknowledgement system • Wellbeing curriculum - Respectful Relationships, Racism No Way! Bullying No Way! Cyber Safety Project and SWPBS Lessons • Days of Recognition Harmony Day, NAIDOC Week, R U OK Day? Bullying No Way: National Week of Action • Start Up program (Term 1) • Community Connections • Student leaders • School houses • Buddy program • Camps, excursions and incursions • Lunchtime clubs • Shining Star Award	• Daily Community Connections • Positive acknowledgement / Positivity Points • Consistent routines • Visual timetables • Reading / Calm corner • Brain breaks • Reasonable adjustments • Differentiated lesson planning • Environment design (layout, transitions and seating) • Teacher-modelled behaviour • Active supervision

Supports are cumulative: Tier 2 and Tier 3 interventions build on the universal supports available to all students at Tier 1.

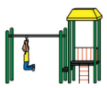
PROMOTING STUDENT SUCCESS

1. **Ensuring students experience success:**
   - Learning is engaging, meaningful and aligned to each student's stage of development.
   - Teaching approaches are responsive and tailored to meet the diverse needs of learners.
   - Students are provided with opportunities to achieve success and build confidence in their learning.
1. **Positive learning environment:**
   - Positive behaviours are recognised and reinforced promptly.
   - Staff consistently use verbal and non-verbal acknowledgement to celebrate effort, growth and achievement.
   - Students receive regular, constructive feedback through conferencing and ongoing interactions.
2. **Teaching clear expectations and developing capability:**
   - High expectations and school values are explicitly taught and consistently reinforced.
   - Social and emotional learning skills are taught intentionally and embedded across the school day.
   - Staff actively teach, model, acknowledge, correct and provide opportunities for students to practise expected behaviours and skills.

SCHOOL EXPECATIONS FOR BEHAVIOUR

At Wonga Park Primary School, we have three clearly defined expectations for behaviour that applies to all students. These are *Be Kind, Be Safe* and *Be a Learner*. Our Expected Behaviour Matrix defines what these expectations explicitly look like across the school and ensures a consistent understanding of behaviour expectations across the whole school.

Wonga Park Primary School
Expected Behaviour Matrix

	All Settings	Outside	Learning Spaces	Toilets	Transitions	Online
Be Kind ***Everyone has the right to feel valued.***	I will: - respect and include others - be an upstander or seek help - listen to others and consider their opinions - show patience and wait my turn - use kind words, manners and positive body language.  manners	I will: - play fairly and share play spaces - invite others to join in - put my rubbish in the bin - care for our environment, including our trees and gardens.  turn	I will: - co-operate and share equipment - encourage others - allow others to focus and learn - speak at an appropriate volume - listen to others when they are speaking.  listen	I will: - respect other's privacy - wait my turn - keep the toilets clean and tidy.  privacy	I will: - leave workspaces tidy - go to the end of the line - walk quietly through the school buildings and grounds.  tidy	I will: - help others with ICT - wait my turn to store my iPad - use positive online messages.  positive online
Be Safe ***Everyone has the right to feel safe***	I will: - keep my hands and feet to myself - respect other's personal space - stop when asked to - report concerns and dangerous situations to a teacher.  personal space	I will: - play in designated areas - use play equipment correctly - play non-tackling games - be Sun Smart (Hat On, Play On).  playground	I will: - use equipment safely and appropriately - put equipment away after using it - care for items I have borrowed - push my chair in - sit at the table to eat my food.  safety	I will: - take a sensible partner and wait for them - walk directly to the closest toilet and back to class.  direct toilet	I will: - walk on the footpath and through the school buildings - remain outside during playtimes - be in the class line by the second bell.  outside	I will: - follow our ICT agreement - report negative online behaviours or interactions - store my digital device safely during school hours - store my mobile phone at the school office.  mobile office
Be a Learner ***Everyone has the right to learn.***	I will: - respond to staff requests - ask for help - persist, even when things are difficult - tell the truth - apologise for my actions and try to make amends.  try	I will: - accept and follow the rules of a game - try to make new friends - stop playing on the first bell and move to the line up area by the second bell.  line up	I will: - keep my workspaces and supplies in good order - take pride in my work - use my learning time wisely.  work	I will: - use the toilets during break times, when possible - use a quiet voice in the toilet - flush the toilet and wash my hands - report any issues.  stop think toilet drinking fountain bell	I will: - line up quickly and walk quietly - take the shortest route - read the class timetable.  walk quietly	I will: - use technology as a learning tool - bring a charged iPad to school - only access school approved apps whilst at school - set my SMART watch to school mode.  iPad

Everyone has the Right to Feel VALUED | *Everyone has the Right to Feel **SAFE*** | *Everyone has the Right to **LEARN***

TEACHING BEHAVIOUR - A CURRICULUM

Our school approaches the teaching of behaviour with the same commitment and consistency as we do for academic or social/emotional learning. Why? Because teaching behaviour is effective. It helps clarify for all students what is expected of them, what they should know, how they should act, and when and where to demonstrate appropriate behaviour.

The research on behaviour is clear:

- Students are not born with poor behaviour.
- Consequences alone for poor behaviour does not teach better behaviour.
- Students need explicit instruction to learn expected behaviours.
- To retain and apply these behaviours, students require regular feedback and practice opportunities.

How We Teach Behaviour
In addition to our Wellbeing curriculum (Respectful Relationships Education and the Cyber Safety Project) each SWPBS behavioural skill in our matrix is explicitly taught in every classroom.

Our approach includes:

- A sequence of SWPBS lessons for the Start Up program at the beginning of the school year.
- A dedicated weekly Wellbeing lesson delivered to all students that includes a weekly SWPBS mini lesson, that follows the simple and effective structure of Tell, Show and Practise.

TELL	SHOW	PRACTISE
The teacher tells the students the behaviour skill, explains why it is important and what it looks like.	The teacher shows students what the skill looks like by acting it out. The teacher also shows non-examples.	Students then actively practice the skill or behaviour whist the teacher gives targeted feedback.

SCHOOL ROUTINES

School routines are consistently taught and embedded across all classrooms. This level of consistency creates an inclusive environment where all students can learn and achieve their personal best.

MORNING ROUTINE (PREP - YEAR 2)

Student Routine:

1. Quietly enter the class at 08:50am.
2. Place your school bag in your locker.
3. Put your drink bottle at the drink station.
4. Place your iPad in the iPad drawer.
5. Put your take home reader satchel in the tub.
6. Place down your chair.
7. Put your whiteboard, marker and eraser at your table spot.
8. Sit quietly on the floor for Community Circle.
9. When the bell rings at 09:00, the lesson will start.

MORNING ROUTINE (YEAR 3 - YEAR 6)

Student Routine:

1. Hand in any mobile phones to the office before school and ensure smartwatches have notifications turned off or are in school mode.
2. Quietly enter the classroom at 08:50.
3. Say good morning to your classmates and teacher.
4. Put away your school bag.
5. Place your drink bottle at the drink station.
6. Put your iPad in the iPad cabinet.
7. Put your chair down and place your pencil case on the desk.
8. Come quietly to the floor for Community Circle.
9. When the bell rings at 09:00, the lesson will start.

END OF OUTDOOR PLAY ROUTINE

Student Routine:

1. Start walking back to class as soon as the first bell rings and the music plays.
2. Line up in a single quiet line at your assigned place.
3. When the second bell rings the teacher will signal for you to quietly enter the classroom.
4. Put your hat away and any personal belongings.
5. Sit on the floor (or at your desk) ready for learning

EATING LUNCH ROUTINE

Student Routine:

1. Bell rings at 1:40pm
2. Tidy your desk.
3. Eat lunch inside the classroom or supervised outside. This is to limit rubbish or food during play.
4. Remain seated when eating your food.
5. Place all rubbish in the bin

LINING UP / TRANSITIONS ROUTINE

Student Routine:

1. Line up in a single line at the door.
2. Keep hands and feet to yourselves.
3. If carrying iPads, keep them locked and off until you are asked to use them.
4. When signaled by the teacher, move quickly and quietly through the school.
5. Stay with the class and keep together.
6. Enter buildings or learning areas in a calm and quiet manner.

VISITING THE BATHROOM ROUTINE

Student Routine:

1. Ask the teacher to use the toilet. The teacher will assign you a partner.
2. Walk to the designated toilet with your partner.
3. Your partner is to wait outside.
4. Flush the toilet.
5. Wash your hands using soap and water.
6. Dry your hands on the paper towel.
7. Place all paper towels in the bin.
8. Keep the toilet space clean for others.
9. Quickly walk back to the classroom.
10. Report any issues with the toilets to your teacher.

ASSEMBLY ROUTINE

Student Routine:

1. Go to the toilet before the assembly.
2. Quietly walk in a single line to the assembly space.
3. Sit, cross-legged, in the designated space.
4. Face the speaker for the duration of the assembly.
5. Listen to the speakers.
6. Keep clapping and singing to an appropriate noise level.
7. Exit assembly when your teacher signals to you.

NATIONAL ANTHEM

Student Routine:

1. When asked, silently stand up.
2. Stand still, straight and silent with hands by your side or behind you.
3. Sing or sign (AUSLAN) the National Anthem.
4. Remain standing until signaled.
5. Silently sit back down listen to the next speaker

END OF DAY ROUTINE

Student Routine:

1. Put away your classroom supplies.
2. Clean all items and rubbish off the floor.
3. Place your chair on the table.
4. Pack your iPad, drink bottle, take home reader into your bag.
5. Place your bag under the table.
6. When the bell rings, wait for your teacher to signal that you may leave.

WALKING HOME FROM SCHOOL

Student Routine:

1. Travel directly home using your agreed route.
2. Use footpaths and pedestrian crossings safely.
3. Use the school crossings and Stop, Look, Listen and Think before crossing any road.
4. Always demonstrate respectful language and behaviour.
5. Show consideration for others in the community.
6. Respect private property and shared community spaces.
7. Represent our school positively when travelling to and from school.

LEARNING HABITS

At Wonga Park Primary School, our students are encouraged to develop positive learning habits that help them become confident, responsible, and independent learners. These habits support our SWPBS expectations and prepare students for success both at school and beyond.

We believe that families play an important role in supporting these habits. When schools and families work together, students are more likely to develop the skills, attitudes, and behaviours that help them thrive as learners and as members of the community.

STUDENT LEARNING HABITS

ATTENDANCE	• Attends school regularly. • Attends school on time. • Understands that being at school supports their academic and social growth.
ATITUDE AND EFFORT	• Puts in their best effort and seeks help when needed. • Shows enthusiasm for learning and actively participates in class activities. • Listens attentively, asks thoughtful questions, and engages in class discussions.
CLASS BEHAVIOUR	• Is kind and makes an effort to include everyone in class activities. • Contributes to a positive and safe environment by following expectations. • Stays focused during lessons and avoids distracting others.
INDEPENDENCE	• Makes an effort to solve problems independently. • Makes responsible choices. • Applies learning strategies without teacher reminders.
ORGANISATION	• Comes to class prepared with the necessary materials. • Is ready to begin learning promptly at the start of each lesson. • Completes their classwork on time.
RESPECT	• Is respectful and polite to both teachers and classmates. • Takes care of their own belongings, as well as school equipment and resources. • Helps create a welcoming and safe classroom where everyone feels valued.

PLAY SPACES AND CLUBS

Our school is full of fun places to play and explore! We have four main play areas, each supervised by yard duty teachers during recess and lunch breaks. Our yard duty teachers wear bright hi-vis vests and carry 1st Aid bags in case anyone needs a helping hand.

Our oval and local reserve offers ample space for ball sports like football and soccer, with dedicated courts for netball, basketball, and down-ball. The dry creek beds and cubby-building areas foster teamwork, creativity, and imaginative play. Our three playgrounds, the oak tree and the Prep *Welcome to Country* Garden offer inviting spaces to learn, play, and connect with nature.

To make sure everyone has something they enjoy, we run a variety of clubs such as Feel-Good Club, Joggers Club, Art, Performing Arts and STEM Club. These clubs give students the chance to try new things, make friends, and have fun together.





ACKNOWLEDGING EXPECTED BEHAVIOURS

Our school uses an acknowledgment system to positively reinforce expected behaviours and encourage their repetition. Students are recognised for meeting our school expectations through a token-based system. When students demonstrate expected behaviours in the classroom, during specialist lessons, in the playground, or out in the community, they may be awarded a *Be Kind*, *Be Safe*, *Be a Learner* Positivity Point as a form of positive acknowledgment.



Why Does Wonga Park Primary School Use a Token System?

- To encourage and increase positive behaviour across all school settings.
- To empower all staff at Wonga Park PS to acknowledge students positively.
- To actively notice and reinforce when students demonstrate expected behaviours.
- To support the creation of a safe and positive learning environment.
- To strengthen and build positive relationships between staff and students.
- To enhance the effectiveness of verbal feedback given to students.

How Are Positivity Points Awarded?

All staff are responsible for awarding Positivity Points when students display expected or positive behaviours. Positivity Points are given when students are seen demonstrating behaviours that align with our whole-school expectations: *Be Kind*, *Be Safe*, *Be a Learner*. Students do not receive a Positivity Point every time they follow expectations as they are used selectively and intentionally, based on the professional judgment of staff. Once a Positivity Point is earned, it cannot be taken away.

Students may be awarded points during a variety of settings, such as:

- In their classroom or specialist classes.
- At recess or lunch in the playgrounds.
- During excursions and incursions.
- Moving around the school grounds.

When awarding a Positivity Point, staff provide students with clear, specific feedback that identifies the positive behaviour and explains how it aligns with school expectations. This targeted feedback increases the likelihood that the behaviour will be repeated.

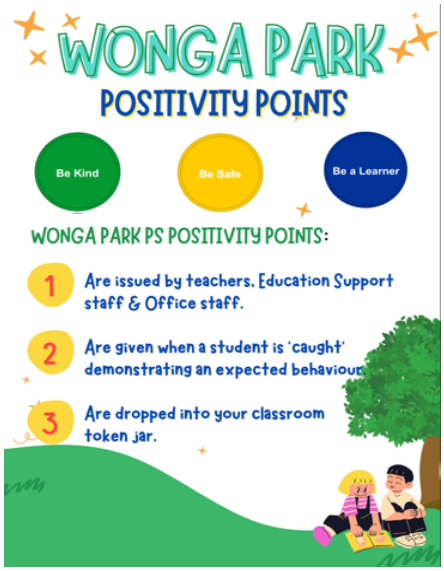
Effective feedback includes three elements:

- A description of the behaviour.
- A reason or connection to the school-wide expectation.
- The positive consequence, verbal acknowledgement and/or a Positivity Point.

How Do Students Use Their Positivity Points?

Each classroom has a designated Positivity Points collection jar, placed in a clear and accessible location. When students earn a Positivity Point, they are expected to place it into the jar during an appropriate transition time, not immediately after receiving it. This might be at the end of a lesson, after completing a task, or once they return from a specialist session or break. This ensures that learning remains the focus and is not disrupted by the acknowledgement process.

If a Positivity Points is earned during recess or lunchtime, the student keeps it with them and places it in the jar once they're back inside the classroom.



Class Rewards

Each class sets a collective goal, for example, earning 50 Positivity Points within a week. As students add their Positivity Points to the collection jar, they also mark a tally on the class chart. Once the goal is reached, the class earns a reward that they have chosen together, and an oak leaf is placed on the tree at the Office. Class rewards provide motivation and positive recognition for collective effort. The goal resets so the process can begin again.

Class rewards may include:

- Classroom game, e.g. silent ball, thumbs up thumbs down, Kahootz
- Outdoor game, e.g. Octopus, Farmer Sam
- Creative activity, e.g. directed drawing, origami

Whole School Rewards

Each term, the Leadership and Wellbeing Teams reflect on behaviour data to set a whole-school SWPBS goal. A positive behaviour target is established to encourage and celebrate positive choices, for example, earning 5,000 Positivity Points across the whole school. Once the target is achieved, it will be announced at Assembly, and Student Voice representatives will lead a school-wide vote to decide the reward, promoting student engagement, participation, and voice.

How Are Positivity Points Counted?

- Each week the classroom Student Voice representatives count how many Positivity Points have been awarded for *Be Kind*, *Be Safe*, *Be a Learner* within their classroom.
- This data is entered into a spreadsheet by the class teacher.
- The SWPBS Team reviews the submitted data.
- During Assembly the Student Voice representatives provide an update on the points earnt by the cohorts and the number of leaves on the SWPBS oak tree.

RESPONDING TO BEHAVIOUR

We understand that students may not always know the behaviours and social skills needed for success at school and in life. As behaviour is learnt, we take time to explicitly teach responsible choices. Our approach is positive and relationship focused, supporting meaningful and lasting change.

We believe that developing social competence takes consistent teaching, encouragement and correction over time. Supporting student behaviour is a shared responsibility and all staff work together to uphold clear expectations and apply our procedures consistently.

When addressing behaviour, staff at Wonga Park Primary School use the following guiding principles to ensure respectful, effective, and supportive responses:

Calm: Maintain a professional tone and volume. Respond with composure and reason, not emotion. This models respectful ways to manage frustration and helps de-escalate situations.

Immediate: Address the behaviour as soon as possible after it occurs. A prompt response reinforces the connection between actions and logical consequences.

Consistent: Behaviour happens across a variety of settings, so it's important that all staff respond in a consistent manner. Consistency helps establish clear expectations and reduces testing of boundaries.

Specific but Brief: Clearly describe the behaviour and the expected action but keep the interaction short. Avoid arguments or prolonged discussions**.**

Respectful and Private: Use a calm voice and maintain eye contact when speaking close to the student. This promotes dignity and helps preserve the student's privacy.

ZERO TOLERANCE BEHAVIOURS

At Wonga Park Primary School some behaviours are considered unacceptable and are always reported immediately to the Leadership Team. These include:

- Racism
- Deliberate damage, misuse, or destruction of school property
- Physical or verbal violence, aggression, or threatening behaviour
- Harassment
- Criminal behaviour such as theft, or criminal damage
- Leaving the school grounds without permission
- Bullying

Such behaviours are taken seriously and addressed promptly by the school's Leadership Team to protect the safety and wellbeing of all students and staff. The Department of Education's *Suspension Policy* informs our response to Major behaviours.

Bullying

Bullying happens when a person or group repeatedly and deliberately misuses their power to hurt, upset, or exclude someone else. It can be physical (hurting someone's body), verbal (mean words or name-calling), social (leaving someone out on purpose), or online (cyberbullying). Bullying is ongoing and often makes the person being targeted feel like they cannot stop it from happening. It can happen in person or through digital devices. It can be overt or covert.

Bullying is **not** the same as:

- A one-off incident of meanness or aggression.
- Accidental actions that cause harm without intent.
- Assertiveness, where someone respectfully stands up for themselves or others.
- Friendly teasing, where everyone is laughing and no one feels hurt or threatened.
- Mutual conflict, where students of equal power are disagreeing but not seeking to harm or dominate each other.

Bullying is considered a zero-tolerance behaviour and is addressed promptly to ensure the safety and wellbeing of all students. In the event of bullying behaviour being identified the Bullying Prevention Policy followed along with addition resources provided by the Department of Education and training, such as *Bully Stoppers: School Step by Step Guide*.

RESPONDING TO BEHAVIOUR NEEDS

Our classroom behaviour response provides students with clear, consistent opportunities to reflect, reset and make positive choices.

In the classroom, teachers use a **Remind → Redirect → Relocate → Conference** approach to support student behaviour. At every stage, students are given the opportunity to **Restore** and correct their behaviour choices and successfully re-engage with their learning. The focus is not simply on consequences, but on teaching expected behaviour, repairing relationships and supporting students to make better choices moving forward.

At times, students may need extra support to help them learn, grow, and succeed. When this happens, we work closely with students and families to provide guidance, encouragement, and practical strategies. Students needing additional support may be identified through screening tools, wellbeing and behaviour data, or referrals from teachers.

Depending on the situation, whether it relates to behaviour, wellbeing, or social challenges, students may:

- Complete an incident or behaviour reflection form to gather information, reflect on their choices, and learn strategies for managing challenges.
- Participate in restorative conversations to reflect on actions or feelings and rebuild relationships.
- Attend *Better Choices Club* to learn alternative behaviours to develop safer and more appropriate ways to meet their needs.
- Follow a Plan for Play to ensure positive and safe interactions during break times.
- Work with a mentor teacher through the Check-In Check-Out (CICO) model for extra acknowledgement and support.
- Undergo observation and screening tools, where teachers gather information to understand why a behaviour occurs.
- Follow an individual Behaviour Support Plan designed to help the student improve their behaviour.
- Receive collaborative support, with staff, families, and specialists working together to plan and support the student.
- Access, via referral, specialist support through the Department of Education, including psychologists or welfare staff, if required.

LOGICAL CONSEQUENCES FOR BEHAVIOUR

Our school follows the guidelines of the Victorian Department of Education to make sure all students feel safe, supported, and able to learn. We use a staged approach to support students' behaviour, starting with positive strategies for all students and provide extra help if behaviours continue or become more challenging.

We focus on teaching and encouraging positive behaviour first, before using logical consequences or disciplinary measures. In the event of applying consequences for behaviours, they should be:

- ⇒ **Related**: The consequence should directly connect to the behaviour.
- ⇒ **Respectful**: Delivered in a calm and considerate manner.
- ⇒ **Reasonable**: Appropriate to the student's age and level of development.

MINOR BEHAVIOURS	
Behaviour	**Logical Consequence**
Student makes a mess	Student cleans up the mess
Student is off task and talking	Student is moved to work independently
Student runs indoors	Student goes back and walks the correct way
Student misuses resources or equipment	Student temporarily loses access
Student chooses not to complete schoolwork	Student finishes the work at another time, e.g. ½ of recess
Student is disruptive in line	Student walks beside the teacher
Student plays in an unsafe manner	Student is asked to take a break from the game for a set time

MAJOR BEHAVIOURS

The following list is an example of consequences / disciplinary measures that may be considered by Leadership Team in response to a Major behaviour when other strategies are not enough.

- Extended time in another classroom, such as buddy room or in another cohort.
- Development of a Plan for Play.
- Loss of privileges such as ½ of playtime, technology, access to parts of the school etc.
- Removal from representing the school at an event e.g. district sports, camp or excursion.
- Scheduled meeting with child, teacher, leadership, and parent/guardian.
- Making up uncompleted tasks (at home, break time or another room).
- Student Support Group meeting.
- Student Check in Check Outs to support positive behaviour choices
- Behaviour tracking documents and/or Behaviour Support Plan.
- Suspension (internal/external) - only used as a last resort for serious or repeated behaviours.

BEHAVIOUR RESPONSE PROCESS

All responses are calm, immediate, consistent, specific but brief, respectful & private

MINOR BEHAVIOUR RESPONSE

Minor behaviour examples include

- Defiance
- Disrespect
- Disruption
- Inappropriate Language
- Leaving Class without permission
- Littering
- Lying
- Minor Misuse of technology
- Physical Contact
- Property Misuse
- Put Downs
- Teasing
- Unsafe Activity

Remind
* Provide a pre-correction for the expected behaviour before it occurs.
* Follow up with specific positive feedback.

Redirect
* Provide a brief, clear restatement of the expected behaviour.
* Include corrective feedback.

Choice Statement
* State two alternatives.
* The desired behaviour and a less preferred choice.

Relocate
* To an alternate work space in the classroom.
* If behaviour continues, relocate to a Buddy classroom.

Conference
* An individual, re-teaching or problem-solving opportunity.
* Used when misbehaviour is more frequent or intense.

** Responses may be delivered out of order.*

MAJOR BEHAVIOUR RESPONSE

Major behaviour examples include

- Absconding
- Abusive language
- Bullying
- Criminal, dangerous or threatening behaviour
- Harassment
- Lying/Manipulation
- Major misuse of technology
- Physical aggression
- Racism
- Repeated minor behaviour
- Stealing

Call
* Call the Office to request Leadership Team support.
* State the behaviour of student and actions taken by staff.

Safety
* Act to ensure the safety of other students or staff.
* Move away from the situation or evacuate the space.

Conference
* Leadership Team to support re-regulation.
* Teacher collects incident reports
* A restorative conference.

Action
* Leadership decides logical consequences and informs families.
* Better Choices Club to learn alternate safe beahviours.

Support
* Restorative Meeting.
* Review student need for tiered intervention supports, e.g. observations, support plans.

** All behaviour incidents are logged on Sentral.*

MINOR BEHAVIOUR DEFINITIONS

MINOR BEHAVIOUR

Behaviour that is addressed by the classroom teacher at the time of the incident.

BEHAVIOUR	DEFINITIONS	EXAMPLES
Defiance	Failure to respond to staff requests.	Not following instructions, ignoring requests, walking away when spoken to.
Disrespect	Behaviours or language that show a lack of regard for others.	Talking back, rolling eyes, mocking someone, dismissing others, being condescending.
Disruption	Behaviours that interrupt the flow of teaching, learning or other school activities.	Talking out of turn, making loud or inappropriate noises, leaving seat, purposefully distracting others.
Inappropriate Language	The use of words or gestures that are offensive.	Name calling, teasing, swearing, or language or gestures.
Lateness	Arriving late to class or school without a valid excuse.	Late to class, assembly or other events during school time.
Leaving Class Without Permission	Leaving the classroom without gaining approval from the teacher.	Walking out to the bathroom/drink taps without asking, leaving the room to chat to friends, hiding/avoiding class.
Lying	Withholding, altering or not telling the truth.	Falsely blaming another student, inventing stories, denying involvement.
Physical Contact	Any form of non-serious unwanted or inappropriate physical interaction between individuals.	Being over-affectionate, patting, light tapping, play fighting, wrestling, poking, unwanted contact.
Property Misuse	Deliberately using equipment in an inappropriate way or without consent.	Swinging on a chair, using equipment inappropriately or without permission, throwing school supplies.
Put Downs	Low level and deliberate insults and commentary aimed to be hurtful.	Insults and name calling based on appearance, ability, exaggerated statements, dismissal of feelings etc.
Teasing	Making fun of or provoking someone in a manner that may cause discomfort or harm.	Name calling, making unwanted jokes, using unwanted nicknames, making fun of someone's appearance or personal life.
Unsafe Activity	Low level unsafe activities that can cause harm.	Snatching and flicking hats, jumping from unsafe heights.

MAJOR BEHAVIOUR DEFINITIONS

MAJOR BEHAVIOUR

Behaviour that is addressed by the Leadership Team in collaboration with the classroom teacher.

BEHAVIOUR	DEFINITIONS	EXAMPLES
Absconding	Leaving the grounds without permission.	Exiting the grounds and going home.
Abusive Language	Language or messages that are used to insult, belittle of harm others.	Swearing or using other language that discriminates based on race, religion, disability, identity.
Bullying	Repeated, targeted behaviour intended to harm or intimidate.	Repeatedly sending mean messages online, repeatedly excluding someone from group activities, spreading rumours, repeatedly mocking someone's appearance or abilities.
Criminal Behaviour	Criminal or delinquent behaviour that breaks the law.	Possession of illegal substances, making credible threats, stalking/cyberstalking, theft, trespassing.
Dangerous Behaviour	Actions that could result in harm to oneself or others.	Throwing heavy or sharp objects, ignoring safety rules, climbing buildings or playing recklessly.
Harassment	Unwelcome, offensive, humiliating, or intimidating behaviour.	Following others, offensive jokes, verbal abuse, obscene gestures, pictures or written notes.
Lying / Manipulation	Intentionally misleading others through lies, rumours and hearsay.	Gaslighting, blaming, isolating victims, creating false impressions, charming behaviour to gain trust.
Major Misuse of Technology	Intentional and deliberate acts when using iPads and being online.	Malicious online chat, taking images without consent.
Physical Aggression	Intentional physical harm towards another person.	Hitting, punching, throwing objects aggressively, kicking, hair pulling, scratching, fighting.
Racism	Includes prejudice, discrimination or hatred directed at someone because of their colour, ethnicity or national origin.	Can include name-calling and bullying, culturally biased nicknames, exclusion, teasing, being taken advantage of because of their lack of English.
Repeated Minor Behaviour	3 or more minor behaviours within 1 week.	Continually disrupting the class, repeated disrespect.
Stealing	Taking another person's property without permission and without intending to return it.	Stealing food, money and possessions.
Threatening Behaviour	Any expression (physical, verbal, direct/indirect) of intent to intimidate, cause harm or damage to any person or object.	Telling someone you will hurt them if they don't comply, making a threatening gesture or action, group-based behaviour that threatens, intimidates or causes another student/person to feel unsafe.
Vandalism	Willfully damaging/defacing property.	Graffiti, damaging, signs, restrooms, facilities etc.

STUDENT VOICE AND FEEDBACK

At Wonga Park Primary School, we value student input in building a positive and supportive school environment. Students are encouraged to share their thoughts and ideas through their classroom Student Voice representatives.

Our Student Voice and Wellbeing Team meet regularly and actively welcomes and seeks feedback from students, staff, and families. These contributions guide school improvement and ensure our practices continue to meet the needs of our whole community.

HOW FAMILIES CAN HELP

Teaching behaviours that we expect to see works best when there is consistency across home and school settings. SWPBS is an approach to help all students learn to self-manage behaviour. Family involvement is a key feature and important in all aspects of SWPBS. A strong partnership between school and family is important because when families are involved, outcomes for students are better.

You can be involved in SWPBS in many ways by:

- Reading materials distributed in the Wonga Weekly
- Using the Parent Matrix to role model positive behaviours
- Verbally acknowledging and recognizing when your child meets expected behaviours
- Responding consistently and with meaningful consequences when problem behaviour occurs.

Wonga Park Primary School
Family Matrix

	RESPECT	KINDNESS	INTEGRITY	LEARNING
EXPECTATIONS	I will: • Ensure my child arrives at school by 8:50 a.m. each day. • Sign my child in at the office via Sentral if they arrive late. • Notify the school if my child will be absent or if I will be late for collection. • Use the designated areas for drop-off and pick-up. • Follow the Lines of Communication process outlined in the *Wonga Weekly*. • Communicate respectfully with all members of the school community.	I will: • Establish a consistent evening routine so my child is well rested and ready for school each day. • Encourage my child to eat a healthy breakfast before coming to school. • Support staff in promoting tolerance, kindness, and understanding towards others. • Ensure my child wears the correct school uniform. • Provide a healthy and nutritious lunch for my child.	I will: • Schedule and attend Parent Teacher Meetings and Student-Led Conferences. • Encourage my child to bring all necessary materials and resources to support their learning each day. • Communicate any concerns with my child's teacher respectfully, honestly and in a timely manner. • Supervise and monitor my child's online activity, ensuring age-appropriate access and responsible use.	I will: • Participate in and support whole-school events and activities when possible. • Encourage and model healthy habits. • Support my child in becoming responsible and independent. • Respond promptly to school communication, returning phone calls, forms, and payments by the due date. • Promote and value home reading by encouraging my child's participation. • Work in partnership with school staff to support my child's learning and positive behaviour. • Reinforce and support school decisions and behaviour consequences. • Ensure my child's iPad is updated with the latest software and charged. • Stay informed by reading the *Wonga Weekly*, visiting the school website, and following school social media updates.

Everyone has the Right to Feel VALUED | Everyone has the Right to Feel SAFE | Everyone has the Right to LEARN

NEED SUPPORT?

At Wonga Park Primary School, supporting student wellbeing is a shared responsibility. We encourage students and families to seek support early if there are concerns about a student's wellbeing, friendships, behaviour, engagement or ability to participate successfully at school.

Where should I start?
In most situations, your child's classroom teacher is the first point of contact. Classroom teachers know their students well and can discuss what they are observing at school, strategies already in place and any additional support that may be helpful.

Where concerns are ongoing or additional support is required, the classroom teacher may seek assistance from the Mental Health and Wellbeing Leader (MHWL), Wellbeing Team or school leadership.

Students Seeking Help

Students are encouraged to speak with a trusted adult at school whenever they need help. This may be their classroom teacher, the MHWL, a member of the Wellbeing Team or another trusted staff member.

Mental Health and Wellbeing Leader

Our Mental Health and Wellbeing Leader (MHWL) supports the school's whole-school approach to student mental health, wellbeing and engagement, with a focus on promotion, prevention and early intervention.

The MHWL works collaboratively with students, families, teachers, school leadership and health professionals to:

- identify and coordinate appropriate school-based wellbeing supports
- support teachers to respond to emerging wellbeing needs
- assist with reasonable adjustments and individual wellbeing planning
- support Student Support Groups (SSGs) and Individual Education Plans (IEPs), where appropriate
- help families understand available support pathways
- support referrals and connections with appropriate external health and wellbeing services
- collaborate with allied health professionals, with parent/carer consent.

The MHWL is an education-based role and does not provide diagnosis, medical advice or psychological treatment. Where specialist or clinical support may be required, the MHWL can assist families to identify and connect with appropriate services.