



Dalmain
PRIMARY SCHOOL

Positive Behaviour Support Policy and Procedures

Created August 2026



Care Strive Achieve

Teamwork Respect Engagement Excellence

POSITIVE BEHAVIOUR SUPPORT POLICY

RATIONALE

To create a safe, orderly, inclusive, supportive and culturally responsive environment that enables students to fulfil their learning potential. This is a responsibility shared by all members of the public schooling system and our school community. This policy is created in accordance with the updated Department of Education *Student Behaviour in Public Schools policy, procedures and requirements, Version 3.0, effective 17 July 2023*. The updated DOE policy outlines the following expectations of schools:

- It is the responsibility of all students and staff to engage in building positive behaviour.
- To use the multi-tiered systems of support.
- To build staff capability through training and support.
- To incorporate restorative approaches.

PURPOSE

To build a school community culture, where positive student behaviour promotes engagement in learning and maximises the impact of teaching. Implement and monitor a whole school approach to behaviour management using the Positive Behaviour Support (PBS) framework.

LINKS TO THE DALMAIN PRIMARY SCHOOL STRATEGIC PLAN 2025-2028

Focus Area 1: Excellence in teaching and learning:

- Implement the multi-tiered system of support to meet the diverse needs of all students.
- Effectively use data to inform targeted teaching plans.
- Use data to drive decisions related to student wellbeing, achievement and progress.
- Develop professional knowledge by exploring Teaching for Impact resources.
- Support committees and collaboration to build staff capacity, strengthen professional practice and support whole-school improvement.

Focus Area 2: Strong, sustainable partnerships:

- Collect and analyse parent, staff and student feedback to inform school improvement planning and drive positive, evidence-based change.
- Establish a partnership with the Kids Hope Mentor program to support vulnerable students.
- Align with the Department of Education Connect and Respect messages to promote shared expectations and consistent school-wide practices.

Focus Area 3: Safe and supportive environment

- Implement the PBS framework to explicitly teach, model and reinforce behaviour expectations, supporting student wellbeing and positive engagement.
- Utilise restorative practices and PBS to build accountability, repair relationships and promote an inclusive school culture.
- Embed and expand mental health and social emotional learning programs including Grow Your Mind and other wellbeing initiatives.
- Acknowledge the TREE Values and citizenship skills through initiatives like TREE Tokens and Dockets and school rewards.
- Offer support services through the School Chaplain and School Psychologist, working collaboratively with the SAER team.

Focus Area 4: Leadership and strong governance

- Engage students in leadership roles.
- Maintain and strengthen distributed leadership structure to promote shared responsibility and collaboration.

POSITIVE BEHAVIOUR SUPPORT

A Positive Behaviour Support (PBS) approach builds a shared understanding of clear, positive behaviours and effective teaching practices that foster a safe and inclusive environment for all members of our community. It is primarily proactive and preventative in nature.

Dalmain Primary School implements the PBS framework, endorsed by the School of Special Educational Needs: Behaviour and Engagement (SSEN:BE), part of the Western Australian Department of Education. A dedicated PBS Team works collaboratively with staff to develop a consistent, sustainable, whole-school approach to behaviour.

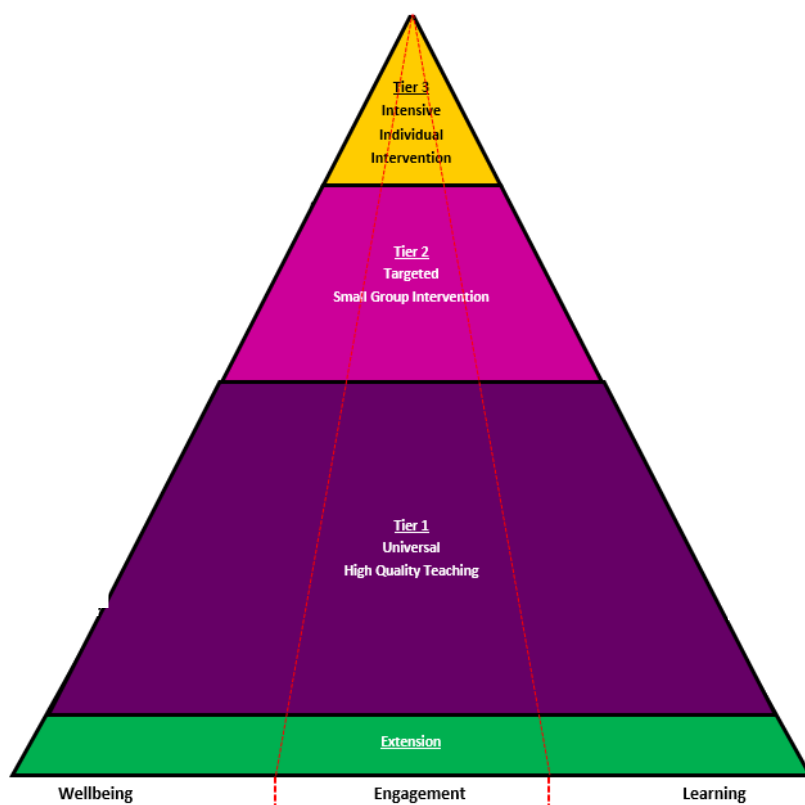
TREE VALUES

Dalmain Primary School's motto – Care, Strive, Achieve – is embedded in our school-wide PBS framework. Our TREE values of **Teamwork**, **Respect**, **Engagement**, and **Excellence** bring this motto to life in the everyday experiences of our students. A behaviour matrix has been developed, which identifies observable behaviours that can be explicitly taught to students.

The TREE values draw inspiration from our school's unique history and are symbolised by the tree that has stood with strength and resilience on our grounds for decades. This tree embodies the perseverance, growth, and sense of belonging that we aim to foster in every student. Together, these values shape our expectations for learning, behaviour and relationships. They strengthen our community and empower every child to flourish as a confident, capable and connected learner.

MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

The MTSS is used to describe different levels of support or intervention within our school. MTSS is characterised by three Tiers. As students move through the levels, strategies become more intensive and more individualised to target their specific behavioural needs.



TIER 1 – UNIVERSAL INSTRUCTION

Universal instructions are the strategies implemented at the whole-school level with all students:

- Building positive relationships and a sense of belonging – greet by name at the door, show you care, connect-before-correct, show calmness, make space for big feelings (Berry Street)
- Quality teaching – teach routines, practise transitions, engage students, inclusion, model expectations, differentiation
- TREE Values, PBS Matrix and PBS Expectations/Procedures
- Share values, behaviours and revisit them daily
- Use of the matrix language to pre-correct, acknowledge and correct student behaviour
- Monday Morning Muster to introduce focus behaviour
- Weekly focus behaviour explicitly taught by classroom teachers, reviewed by specialists
- Use data to identify foci
- Student Behaviour Management Process using Classroom Management Strategies (CMS)
- Acknowledgement via praise, school reward system (TREE tokens, docketts)
- Grow Your Mind social emotional learning program
- Whole-school visuals
- Whole-class body breaks and Mindfulness activities
- Protective Behaviour curriculum
- Professional learning (PL) with the School of Special Educational Needs: Behaviour and Engagement (SSEN:BE) for the PBS Leader, Coach and Team
- PL for all staff in PBS, CMS, Unpacking the Matrix (using the language)

TIER 2 – TARGETED INTERVENTION

Targeted strategies that support students who have specific needs that were not being met by Tier 1 approaches. This may be at the individual or small group level. This may include:

- Record unproductive behaviour via Behaviour Forms and Compass Chronicles
- Restorative Approaches
- Behaviour Reflection Sheets
- Individual Contract, Informal Agreements (see Appendix)
- Communication home, including positive feedback
- Zones of Regulation
- Chaplaincy support
- Calming areas
- Individual body/brain breaks – calm or energise
- Tier 2 PBS Strategies – E.g. Targeted social skills programs, Check and Connect (mentoring), Check-in/Check-out (monitor/reward/communicate), Self-monitor, Collaborative and Proactive Solutions, Two-by-Ten Strategy (talk for 2 minutes x 10 days)

TIER 3 – INTENSIVE INDIVIDUAL INTERVENTIONS

Intensive support for students who have not had their needs met with Tier 1 or 2 supports and/or who have complex needs. This involves case management and tailored support plans to meet student needs including:

- Functional Behaviour Assessment (FBA)
- School Psychologist Support in FBA and developing plans
- Consultative services from SSEN, both Disability, and Behaviour & Engagement
- Regional office Safety Net funding
- Documented Plans – Risk Management Plans, Escalation Profile, Individual Behaviour Plans
- Tier 3 PBS Strategies – E.g. Check and Connect (mentoring), Check-in/Check-out, Collaborative and Proactive Solutions
- Link parents to external agencies – E.g. Mental Health Plan with GP, WANSLEA, CAMHS, CDS, CPFS, Autism Association, private specialists

PBS FRAMEWORK

A WAPBS Team Implementation Checklist (TIC)& Action Plan outlines the implementation of the PBS framework. Actions include, but are not limited to:

1. Leadership

- Develop a sustainable, effective, efficient and dynamic PBS leadership team
- PBS team uses data and consultative collaborative processes to guide whole school PBS implementation
- PBS Team meets at least twice a term

2. Defining Expected Behaviours

- Establish 3-5 clearly defined high expectations/values – TREE Values are highly visible throughout the school
- The matrix identifies the specific behaviour skills
- The matrix is reviewed on an annual basis
- Procedures are developed for specific routines/events – e.g. Lunchtime Expectations

3. Teaching Expected Behaviours

- School-wide TREE Values and behaviours are explicitly taught using a PBS lesson format
- The weekly Muster introduces the focus behaviour of the week
- Additional lessons taught based on data or point of need

4. Encouraging Expected Behaviours

- Consistent language is used across the school to pre-correct, correct and acknowledge
- A whole school reward system is used to acknowledge and encourage expectations
- Teachers use proactive and preventative strategies to reduce the occurrence of unproductive behaviours, such as raising engagement, pre-correcting, winning over, 5:1 reinforcements to correction

5. Raising Engagement: School Practices

- Teachers create a consistent, positive, engaging classroom and school wide culture
- Create belonging and making connections
- Develop classroom routines – signal to begin, transition sequence
- Identify how students are to respond when questioning

6. Responding to Inappropriate Behaviour

- We use a school wide process to manage and respond to inappropriate behaviour based on PBS and Classroom Management Strategies (CMS), known as Bumps
- The Behaviour Management Process defines the process to respond to unproductive behaviour
- Behaviours are defined as major or minor - Minor behaviours are managed by teachers, Major behaviours are referred to Admin
- Behaviour Forms are used to collect behaviour data that is recorded at a whole-school level
- When going to a specialist class, students have a fresh start
- When transitioning to classes, teachers will pass on information regarding student behaviour
- Parents are informed:
 - By teachers when minor behaviours reach Bump 5 or above
 - By Admin for major behaviours
 - By the teacher when minor behaviours are reoccurring

7. Ongoing Monitoring

- Behaviour data is used to ensure integrity of the PBS implementation
- Data is analysed at team meetings to identify focus areas and individual students
- Data to be shared with staff on a regular basis
- Students who require Tier 2 or 3 interventions are identified through the data
- On a regular basis the PBS Team will use available assessments to gauge the implementation of the PBS framework

GOOD STANDING

All students start with good standing. A student may lose good standing at the principal's discretion after a serious breach (including suspension) or a series of breaches. Students who lose good standing may be withdrawn from school activities including camp, excursions, incursions, interschool carnivals and extra-curricular activities. Good standing can be re-instated after a period. This will be decided on an individual basis by the principal. Generally, it will be for a minimum of 2 weeks but could be longer. During this period, behaviour must be exemplary, or the period may be extended. The period of loss will be notified to the student, teachers and parents by Administration.

SUSPENSION

The Department of Education clarifies that suspension of a student from attending school is imposed for breaches of school discipline which have:

- Adversely affected or threatened the safety of anyone on the school site
- Caused, or are likely to result in, damage to property
- Disrupted the educational instruction of other students.

Suspension is used as an opportunity for:

- The student, other students and staff to pause, reset and regain a sense of calm
- The student to reflect on the incident and learn from their actions
- The school staff to consider strategies to reduce the likelihood of a similar incident occurring in the future.

The Department of Education defines suspension of a student must be for breaches that fall into the following categories:

- Physical aggression toward staff/students - Aggressive physical contact was committed intentionally to cause harm.
- Abuse, threats, harassment or intimidation of staff/students - Verbal or non-verbal actions that are abusive, harassing, intimidating or threatening, including stalking, sexual harassment, sexual innuendo and manipulation.
- Damage to or theft of property.
- Possession, use or supply of substances with restricted sale such as cigarettes, vapes, alcohol.
- Possession, use or supply of illegal substances or objects including weapons and illegal drugs.
- E-breaches including breaches of an acceptable use agreement, recording, distributing or uploading of inappropriate images or messages with reasonable links to the school.
- Student misconduct not addressed in other categories that violate the school's code of conduct.
- Automatic suspension for a student who attacks or initiates a fight with another student, or records, publishes or uploads to social media a video of fighting or bullying.

PREVENTION AND MANAGEMENT OF BULLYING

Single incidents, conflict or fights are not defined as bullying. Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons.

Strategies to prevent bullying:

- Promoting a positive whole-school culture based on our TREE Values
 - Follow the process to manage unproductive behaviour
 - Collect data to identify patterns of behaviour
 - Grow Your Mind social and emotional learning program
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Strategies to manage bullying:

- Use Restorative Approaches to manage conflict
- Targeted social skills programs
- Monitor individuals identified
- Communication with all involved
- Risk Management Plans
- Individual Behaviour Management Plans

***Note**

The *National Framework for Addressing Bullying in Australian Schools* was launched on 9 August 2026. During Term 4 2026, the WA Department of Education will be sharing with schools the Department's updated policy and guidance materials ahead of the Term 1 2027 implementation of the National Framework. This will include letter templates and other resources that can be used when bullying is reported or observed.



APPENDICES

Appendix A – TREE values and the behaviour matrix

Appendix B – Recognition system

Appendix C – Student behaviour management process

Appendix D – CMS bumps

Appendix E – Behaviour form

Appendix F – Informal agreements

Appendix G – Behaviour reflection sheets

Appendix H – Chronicles entries

Appendix I – PBS Expectations/Procedures

Appendix J – Mascots



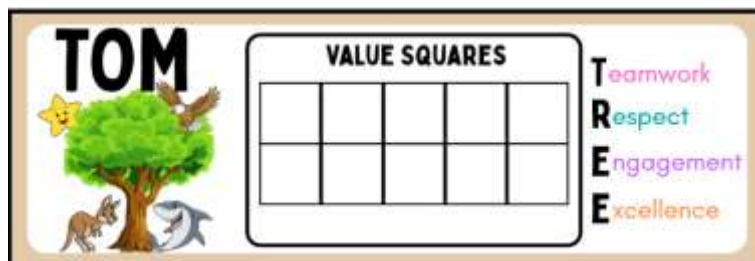
APPENDIX A – TREE values and the behaviour matrix

 			
T eamwork	R espect	E ngagement	E xcellence
• We show patience and calmly wait • We use encouraging words to build strong relationships • We include others, play fairly and show good sportsmanship • We take responsibility for our actions • We care about <u>others</u> feelings • We take turns to listen and share • We make kind and thoughtful choices • We have a selfless attitude when helping others.	• We always use our manners • We respond and speak politely, even when we disagree • We respect personal space and boundaries • We follow agreed rules to keep play fair and safe • We care for our environment and resources carefully • We act safely and respectfully online • We welcome and accept people's differences and needs • We express gratitude to those who support us.	• We challenge ourselves • We are organised, punctual and ready to learn • We use strategies to stay focused • We seek help when we need it • We explore new activities with curiosity and courage • We value the traditions and cultures of others • We persist when things get hard • We follow instructions the first time they are given	• We complete tasks with care and take pride in our work • We always give our best effort, even when it is challenging • We put <u>rubbish</u> in the bin, even when it is not ours • We wear our uniform with pride • We make waste wise choices • We are always our authentic self • We set personal goals and take steps towards achieving them • We support learning by staying on task and allowing others to do the same

APPENDIX B – Recognition system

Students in Years 1–6 collect TREE tokens on desk name plates for demonstrating TREE values, while Kindy and Pre-primary collect tokens as a class. Classroom and specialist teachers award tokens, which students place on their name plate.

Example of name plate for student desk:



Tokens:



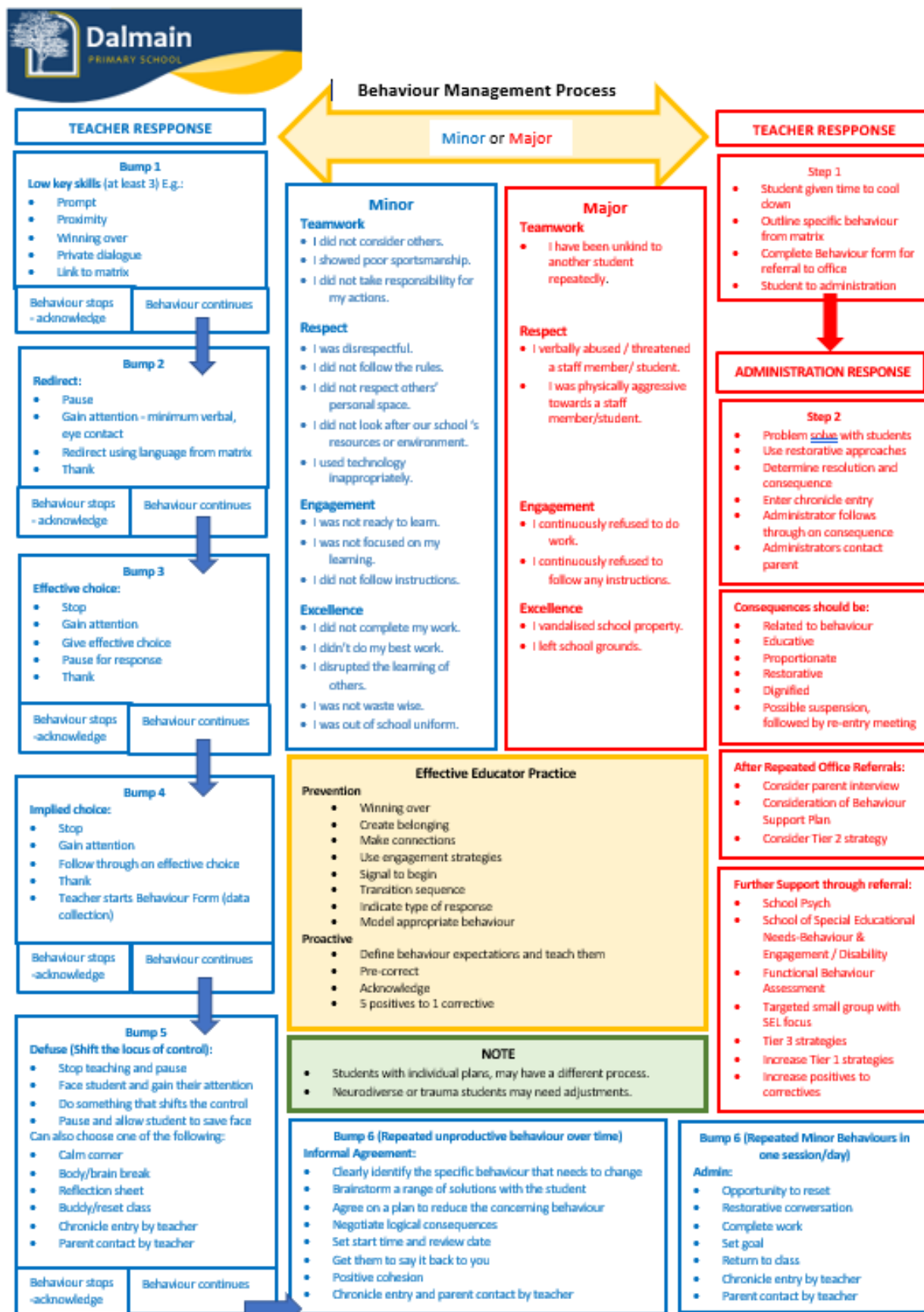
When a student completes a 10-chart, they receive a TREE Values Docket (with each value ticked) and may also receive a small class-based reward. The docket is exchanged at the office for a wooden token and entered into a weekly draw. Year 6 Prefects count dockets for data collection. Wooden tokens are added to our Values TREE, and when full, a school-wide reward is given. E.g. extra playtime, icy pole, free dress day, etc.

TREE Values Dockets may also be awarded at recess and lunch and are entered into the weekly draw.

TREE Docket:

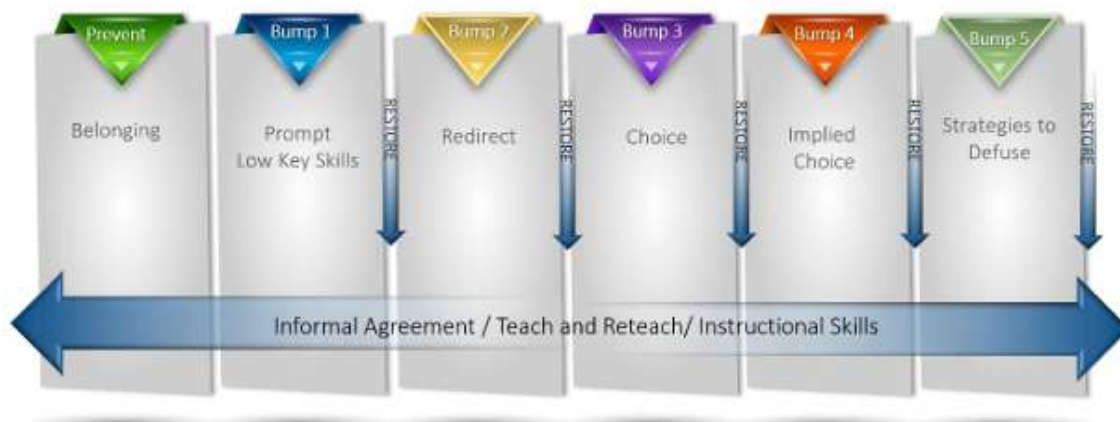
TREE Values Docket	
Date:	_____
TA:	_____
Student:	_____
Staff:	_____
TREE Values	
Teamwork	✓
Respect	✓
Engagement	✓
Excellence	✓
Comment	

APPENDIX C – Student behaviour management process



APPENDIX D – CMS bumps

It is important to teach and reteach expected behaviours (TREE Values) to support student success.



Bump 1 – Low Key Strategies

Preventing Unproductive Behaviour

Winning Over

Definition: The skills employed to encourage students to bond positively with the educator.

How to use it: Learn students' names, smile, be polite, show an interest in the student as an individual, say, "hello" outside the classroom. This will increase the chances the student will comply with your directions and turn to you for educational support.

When: Day in day out demonstration.

Active Scan

Definition: When an educator overtly monitors student behaviour.

Rationale: By positioning to achieve maximum visual overview of the students you can be continually aware of student behaviour. This allows you to pick up unproductive behaviour before it builds to obvious levels.

Nuance: Use continuously.

Proximity

Definition: Moving around the room during a task to prevent or respond to unproductive behaviour.

Rationale: Moving near students increases the chances that they will participate. Position yourself near the students most likely to demonstrate unproductive behaviour OR move towards the students who are demonstrating off task behaviour.

Nuance: Use calm and neutral body language. It is often combined with scanning. Be aware of personal space.

Modelling Appropriate Behaviour

Definition: The public, positive acknowledgement of a specific appropriate behaviour of a student or group of students to influence the behaviours of others.

Rationale: Friendly and encouraging tone. Overt use of voice so that other students hear it

Nuance: The difference between the responding and modelling is in the educator's intent.

Private Dialogue

Definition: The educator crouching low and having a quiet conversation with a particular student while the other students are working.

How to use it:

- Can be used after a Planned Ignore, be sure not to draw attention to this. Ensure all other students are focussed on an activity first.
- Be aware when the teacher is expecting silence from the students.

When: When more public interventions will interrupt the flow of the lesson.

Type of Response

Definition: To explicitly indicate to students how they should respond during class interactions.

Rationale: Increases accountability and helps to prevent uncontrolled interactions. The teacher can control the distribution of questioning. Reduces opportunities for attention seeking students.

Attributes: Hands up; No hands, I will choose; Call out; Choral; Tell your partner; Think to yourself; Write it down

- NB: You do not have to signal the type of response.
- for each question, signal for a series of questions. Without ToR, the default is, calling out.

Signal to Begin

Definition: A routine sequence of educators' behaviours that results in whole class attention on the educator.

1. The cue
2. Pause
3. Active Scan
4. Low Key Skills
5. 100% attention
6. Thank you.

Rationale: By efficiently bringing a class to quiet the educator is reducing the opportunity for unproductive student behaviour.

Nuance: May be used at the start of an instruction or whenever the class is off task and needs to be refocused.



Transition

Definition: a sequence of educator behaviours that increase the chance that student behaviour is orderly and efficient. It usually involves three components.

Rationale: anytime student movement is required.

Nuance: When - What – Who

Transition Sequence

1. A signal to begin.
2. Statement of when the students will move.
3. Statement of what actions are expected of the
4. Statement of who will move.
5. Check for understanding.
6. The statement to move.
7. Monitor movement and use proximity.
8. Provide specific and positive feedback.

WHEN → WHAT → WHO

Responding to Unproductive Behaviour

Non-Verbal: The Look

Definition: The deliberate use of extended eye contact towards a specific student

Rationale: Eye contact with the student that conveys your awareness of their behaviour and a message to stop. Can be combined with a nonverbal gesture to enhance communication.

Nuance: Use as soon as an unproductive behaviour occurs. May be used with different levels of intent. Avoid the stare.

Non-Verbal: Gesture

Definition: Use of gestures to communicate that a behaviour is unproductive.

Rationale: Use a gesture to communicate to a student that the behaviour is unproductive or required behaviour in a way that causes minimal disruption to the lesson. It does not encourage the student to verbally respond and avoids confrontation.

Nuance: Use as soon as an unproductive behaviour occurs. Student needs to be looking at the educator.

Non-Verbal: Pause

Definition: An intentional pause during verbal instructions or discussion.

Rationale: The pause signals to the student the educator is aware of unproductive or disruptive behaviour. It also communicates the appropriate behaviour to listen attentively. It does not encourage the student to verbally respond and avoids confrontation.

Nuance: Use as soon as an unproductive behaviour occurs. Can be used in combination with another Low Key Skill for emphasis.

Minimal Verbal

Definition: As few words as possible communicating that a behaviour is unproductive.

Rationale: Select no more than 3 words to say to the student to bring the students attention to their behaviour. Can be used with a Look and a Non-Verbal to enhance communication.

Nuance: Use as soon as an unproductive behaviour occurs. Be aware of the power of intonation and syllable emphasis.

Planned Ignore

Definition: Withholding visual and verbal cues to intentionally ignore unproductive behaviour.

Rationale: The educator intentionally ignores a behaviour which is not impacting on the lesson to maintain the lesson flow. The educator actively responds to appropriate behaviour when the student is being productive.

Nuance: Only useful if the behaviour is not interfering with the learning of others.

Responding to Appropriate Behaviour

Definition: The public or private positive acknowledgement of a specific appropriate behaviour to reinforce that behaviour.

Rationale: Use a friendly and encouraging tone, let the student know that they are displaying appropriate behaviour.

Nuance: Especially useful if a student rarely demonstrates the appropriate behaviour.

Problem not the Student

Definition: The educator focuses on the student behaviour rather than on student intentions or student personality traits.

Rationale: Usually an action or minimal verbal request responding to a physical behaviour, e.g., "Phone Please"

Nuance: As soon as the unproductive behaviour occurs

Deal with Allies

Definition: The use of a Low-Key Skill with one or more students who become involved in an intervention with another student.

Rationale: Neutralise the involvement of other students who seek to prolong or escalate an initial disruption. It reduces the chance that the situation will spread or escalate and helps maintain positive cohesion.

Nuance: Use low key skills to reduce interference before continuing with the original student. Say thank you once the ally has stopped and return to the original student.

Deal with the Problem not the Student

Definition: The educator focusing on the student behaviour rather than on student intentions or student personality traits

How to use it: Usually an action or minimal verbal request responding to a physical behaviour, e.g. "Phone, Please"

When: As soon as the unproductive behaviour occurs.

Come on Back

Definition: An intentional action of the educator to promote positive participation of a student who has been prompted in response to unproductive behaviour.

Rationale: It resets a positive tone and focuses on appropriate behaviour.

Examples:

- Positive encouragement
- A question (focus on learning)
- Non-verbal (thumbs up)
- Minimal verbal (thank you)
- Response to Appropriate Behaviour

Nuance: Acknowledge positive behaviour as soon as it occurs to restore positive cohesion.

Bump 2 – Redirect

Sequence:

1. Pause
2. Turn toward the student and gain their attention.
 - Non-Verbal
 - Minimum Verbal
 - Eye contact- where appropriate
3. Redirect, using non or minimum verbal to an agreed class norm or the appropriate behaviour.
4. Finish with 'Thank you' when the student complies (restore).

Bump 3 – Effective Choice

The Choice Sequence

Delivering an 'Effective Choice' is done through a sequence of teacher behaviours:

1. Stop teaching
2. Turn toward the student and gain their attention.
3. Give an effective choice
4. Pause for a response
5. Finish with 'Thank you'.

Bump 4 – Implied Choice

Preconditions:

- It maintains the dignity of the student
- It needs to be perceived as fair and logical by the student
- Sensitive, neutral tone of voice and body language

Summary of Bump 4 - Implied Choice

1. What: It's a teacher's behaviour to follow an effective choice or School/Class Norm to prevent continued unproductive behaviour
2. When: After an Effective Choice has been given or a school/class norm has been ignored
3. Why: To let the student know that you say what you mean and mean what you say to maintain a positive learning environment

Bump 5 – Defuse

The skills an educator uses when a student continues to behave unproductively or intensifies their behaviours despite the use of low key strategies and redirections.

Sequence to Defuse the Situation:

1. Stop teaching and pause
2. Turn and face the student
3. Gain student attention
4. Take one or more deep breaths
5. Deal with allies
6. Do or say something that shifts the locus of control
7. Pause and allow the student to save face
8. Bring closure, "Thank you"

Shifting the Locus of Control:

Ignore it

This is a short-term solution and should only be used if ignoring the behaviour does not prevent you from teaching or students from learning.

Short circuit it

Distraction is good for younger students as their memory banks are momentarily deleted. Humour can also have the same impact.

Describe the situation and then opt out

This clarifies the issue and shifts responsibility to the student. We have been here before and we are not going to play.

Provide a choice

This choice is the next 'level' of logical consequence from any given before and needs to meet the effective choice criteria. Relate to school behaviour policy.

Attentive listening

Intent to the young person is communicated mostly by facial expression (55%), tone of voice (38%), with words (7%) carrying the least meaningful part of the message.

Hurdle help

Used to give the student a little help through the first few steps of a task or over a stumbling block. This technique is best used when the student's frustration comes from a problem-solving block and not from some other serious problem.

Language of attribution

This throws the ball into the student's court, so to speak. It shifts the decision making to the student.

Provide a circuit breaker / Reset

These circuit breakers have been negotiated by staff. Students use one of these as an opportunity to reset:

- Calm corner
- Body/brain break
- Reflection sheet
- Buddy/reset class
- Chronicle entry by teacher
- Parent contact by teacher

Bump 6 – Informal Agreement

An Informal Agreement is an act of cooperation between teacher and student that outlines a plan of how they can work together to minimise repetitive unproductive behaviour in a positive way. The Agreement:

- Shifts responsibility for the behaviour to the student
- Minimises time spent dealing with this behaviour during class time
- Allows persistent problems to be dealt with using low-key responses
- In a positive way, indicates to the student that you wish to work cooperatively to solve the problem so that you can teach and others can learn
- Supports the teacher and student to re-establish a more positive relationship.

Informal Agreement Process Summary

Preconditions for an agreement	Components of the agreement	After the agreement
• Done in a time of calm, not crisis • Target specific behaviour e.g. not 'disrupting the class', but 'wandering around', 'talking' • Have a planned course of action • Use logical and natural consequences	• Greet student and set atmosphere • Define the problem • Negotiate frequency and generate solutions • Agree on consequences • Enact a closure • End the conference positively	• Implement the agreed plan • Remind the student of the agreement • Review the agreement with the student and give feedback • Modify for improvement • Encourage positive behaviours

Summary of Classroom Management Bumps

Variables which affect the Teacher's decision to respond	Bump 1 Low Key Responses	Bump 2 Squaring Off	Bump 3 Choices (either/or)	Bump 4 Implied Choice	Bump 5 Defusing the situation	Bump 6 Informal Agreements
1. Past behaviour of the student 2. Severity of the misbehaviour 3. Frequency of the misbehaviour 4. Time between misbehaviours 5. Importance of the lesson plan 6. School discipline policy 7. Student's life at home 8. Student's respect for the teacher 9. Reaction by allies	1. Win the students over: • <i>meet them at the door</i> • <i>show interest</i> • <i>be polite</i> 2. Use a Signal to Begin/get attention 3. Proximity 4. Deal with the problem not the student 5. Deal with the supporting cast first 6. Use minimal or non-verbal signals: • <i>student's name</i> • <i>gesture</i> • <i>the "Look"</i> • <i>pause</i> 7. Be on the alert 8. Transitions: • <i>When, What, Who</i> 9. Ignore	1. Pause or <i>stop</i> 2. Turn body (square off) 3. Intensify eye contact 4. Use a minimal verbal response 5. Complete interaction with a <i>"Thank you."</i>	1. Stop 2. Square off 3. Intensify eye contact 4. Give an either/or statement: • <i>use firm, neutral, calm voice</i> • <i>restore social order</i> • <i>give choice which child sees related to the misbehaviour</i> • <i>as immediate as possible</i> • <i>keep statement free of moral judgement</i> • <i>deal with only the present</i> 5. Ask for a student to respond 6. Listen for student's answer 7. Complete interaction with a <i>"Thank you."</i>	Follow through on Bump 3 <i>"You have made your choice. Please ..."</i> <i>"Thank you."</i>	1. Recognise the move to power 2. Respond by: • <i>ignoring it</i> • <i>short circuit it</i> • <i>describe the situation</i> • <i>language of attribution</i> • <i>provide a choice</i> • <i>asking them to leave (due to severity)</i>	1. Greet student and set atmosphere. 2. Define problem. 3. Generate alternatives 4. Agree on alternatives to try and when to begin 5. Review what has been agreed upon 6. End conference with a comment or gesture that communicates a positive feeling tone

APPENDIX E – Behaviour form



Behaviour Form

Student Name: _____ Date: _____

Teacher Name: _____ Location: _____

This form is not a warning or consequence. It is for internal purposes only.
Teachers tick unproductive behaviours shown. Teachers tick bumps used to manage behaviour.

Classroom Management Strategies to support minor unproductive behaviour:

- ☐ Bump 1 - Low key strategies (at least 3) - prompt, proximity, winning over, private dialogue linked to matrix etc.
- ☐ Bump 2 - Redirect - pause, gain attention (minimum verbal/eye contact), redirect, thank (Start form)
- ☐ Bump 3 - Effective Choice - stop, gain attention, give effective choice, pause for response, thank (Teacher does chronicle entry ☐)
- ☐ Bump 4 - Implied Choice - stop, gain attention, follow through on effective choice, thank (Teacher does chronicle entry ☐)
- ☐ Bump 5 - Defuse - stop, gain attention, shift control - choose one - calm corner, body/brain break, other activity, buddy/reset class, reflection sheet (Teacher does chronicle entry ☐ & contacts parent ☐)
- ☐ Bump 6 - Informal Agreement - for frequent unproductive behaviour over time (Teacher does chronicle entry ☐ & contacts parent ☐)
- ☐ Bump 7 - Admin - for frequent unproductive behaviour over a short time - reset, restorative, complete work, set goal, return to class (Teacher does chronicle entry ☐ & contacts parent ☐)

	Teamwork	Respect	Engagement	Excellence
MINOR - Teacher	☐ I did not consider others. ☐ I showed poor sportsmanship. ☐ I did not take responsibility for my actions.	☐ I was disrespectful. ☐ I did not follow the rules. ☐ I did not respect others' personal space. ☐ I did not look after our school's resources or environment. ☐ I used technology inappropriately.	☐ I was not ready to learn. ☐ I was not focused on my learning. ☐ I did not follow instructions.	☐ I did not complete my work. ☐ I didn't do my best work. ☐ I disrupted the learning of others. ☐ I was not waste wise. ☐ I was out of school uniform.

Office referral for major unproductive behaviour:

	Teamwork	Respect	Engagement	Excellence
MAJOR - Office	☐ I have been unkind to another student repeatedly.	☐ I verbally abused / threatened a staff member/ student. ☐ I was physically aggressive towards a staff member/student.	☐ I continuously refused to do work. ☐ I continuously refused to follow any instructions.	☐ I vandalised school property. ☐ I left school grounds.

Details:

Teacher signature:

APPENDIX F – Informal agreement

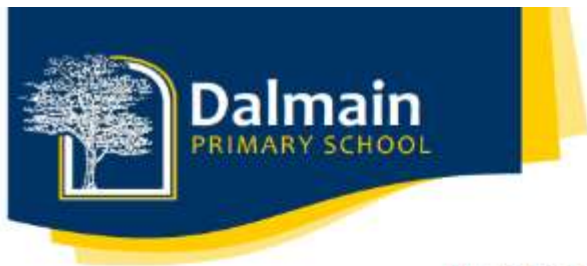
Informal Agreement Planner 1

Greet student – • <i>Display personal interest and focus on strengths</i>	
Identify challenges- • <i>Ask the student to outline the problem.</i> • <i>Define the behaviour issue as observable and measurable.</i>	
Negotiate the number- • <i>Student estimates how often the behaviour occurs</i> • <i>Negotiate an acceptable number</i> • <i>Negotiate a signal to map student progress</i>	
Agree on a Consequence- <i>Negotiate the logical consequences</i> • <i>Positive</i>	
Start and review date	
Review- Check for Understanding • <i>Student summarises the agreement</i>	
Conclusion- • <i>Thank the student</i> • <i>Positive cohesion</i>	

Informal Agreement Planner 2

STAGES	NOTES
Greet the student. Set the atmosphere. <i>Establish a positive tone.</i> <i>Indicate the need for the student's cooperation in resolving a problem</i>	
Define the problem. <i>Ask the student to outline what the problem may be.</i> <i>Confirm or outline the problem from the teacher's perspective</i>	
Generate alternatives. <i>Ask student to generate alternatives to deal with the problem positively.</i> <i>Confirm some of the workable solutions that the student generated and generate some more.</i> <i>What is it that you and I can do together to solve the problem?</i>	
Prioritise and agree on solution. <i>Agree on a way to positively deal with the problem behaviour.</i> <i>Negotiate the number.</i> <i>Check with the student to ensure he/she sees the consequences as fair.</i> <i>Set a time to begin and end the contract.</i>	
Enact Closure: • Start date • Review date and time • Check for understanding <i>Ask student to summarise what was agreed upon.</i> <i>What the student and teacher each do when the problem occurs.</i> <i>What the consequence is.</i> <i>When the contract starts and ends.</i>	
End of conference: <i>Thank the student for his/her cooperation.</i> <i>Discuss unrelated matters so conference ends on a positive note.</i>	

APPENDIX G – Behaviour reflection sheets



64 Dalmain Street, Kingsley WA 6026

(08) 6207 2200

dalmain.ps@education.wa.edu.au

www.dalmainps.wa.edu.au



PBS Reflection Sheet

Name: _____ TA: _____ Date: _____

Explain the choices you made that did not meet the TREE values?

Which TREE values should I have been demonstrating?

1) _____

2) _____

3) _____

How did your choices affect others?

What will you do differently next time?

The purpose of this reflection sheet is to allow you to think about why this behaviour is inappropriate and ways that you can use TREE values in the future..

Please have a parent sign below as well as your teacher and yourself, so that we are all aware of what has happened.

Student signature

Parent Teacher interview required YES / NO

Teacher signature

Principal/Leadership signature

Parent/guardian signature



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PBS Reflection Sheet

Name: _____

TA: _____ Date: _____

I Felt:



Scared



Sad



Worried



Angry

Draw a picture to show what happened

What TREE value did you forget?

What will you do next time?

Teacher Signed: _____

Principal Signed: _____

Parent Teacher Interview required: YES / NO

APPENDIX H – Chronicles entries

Behaviour of Concern

Create Chronicle Entry For Student

Details | Security | Communications | Notification Chain

Template: * DOE - Behaviour of Concern **Rating:** * Red

This template is used to record Behaviour/s of Concern identified by a staff member. The notification chain will determine who actions this entry.

Parent/Student Visibility: Hidden

Date Occurred: 16/04/2026 11:10 AM

Include in Pulse: ☐

Include entry in Feed: ☐ **Allow Feed Reacts:** ☐

Default Points (+/-): 0

Reported By: * Name of staff member who reported the behaviour.

Location: * On-Campus: Provide a location... Custom: Provide a location...

Primary Pastoral Category: Select relevant options:

Additional Pastoral Category/s Select additional relevant options:

- ☐ N0 E-Breaches.
- ☐ N1 Physical aggression towards staff.
- ☐ N2 Abuse, threats, harassment or intimidation to staff.
- ☐ N3 Physical aggression towards students.
- ☐ N4 Abuse, threats, harassment or intimidation of students.
- ☐ N5 Damage to or theft of property.
- ☐ N6 Violation of Code of Conduct or school/classroom rules.

Students

+ Add Students - Remove students

+ Add other students...

There are no students associated with this chronicle entry.

Add Attachments

Filename

This chronicle entry has no attachments. Drag files here to upload.

Notification Chain

- X Alessandra Morrone - amorrone
- X Peta Cumming - pcumming
- X Amanda Robinson - arobinson
- X Laura Lambert - llambert
- X Stacey Daly - sdaly

Save **Save and Close** **Cancel**

- Complete all required fields
- Add only students for who the behaviour of concern is for
- Do not name other students in the Behaviour Overview or Action Details
- Contact parent if Bump 5 or above, via phone, email or Seesaw
- Add the classroom teacher, staff who reported or were effected by the behaviour, in the Notification Chain
- Withdrawal and Suspensions can only be entered by the principal or deputy.

Appendix I - PBS expectations/procedures

Procedures are developed to clearly outline expectations in certain areas or at certain times. They support consistency. Current procedures include:



Lunchtime Expectations





- ★ We only use sport equipment outside the undercover area
- ★ We move on the siren to collect our lunch boxes
- ★ We carry sport equipment and return it safely to the sport shed
- ★ We sit in the undercover area or on the paving during eating time
- ★ We keep doorways clear, and sit away from the stage and curtains
- ★ We keep noise at a low level
- ★ We put our hand up to ask permission to go to the toilet or get a drink
- ★ We remain seated until the siren at the end of lunch
- ★ We then wait to be dismissed, taking all rubbish with us
- ★ We walk to class



Teamwork
 Respect
 Engagement
 Excellence



Before School Expectations





- ★ We stay with our parent
- ★ We stay off playgrounds before school
- ★ We wait outside the office if we arrive early without a parent
- ★ We wait quietly
- ★ We wait to play until recess
- ★ We move safely to our classrooms when it is 8.30am



Teamwork
 Respect
 Engagement
 Excellence



Lining up

- ★ We wait quietly in our SOL lines for our teacher
- ★ Follow teacher expectations when to sit and when to stand
- ★ We are facing forward
- ★ We keep our hands and feet to ourselves



Classes moving around the school

- ★ We walk in our SOL lines
- ★ We follow the person in front of us
- ★ We walk quietly, so we do not disturb others



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After School Expectations

- ★ We pack and collect our school bag
- ★ We leave the school grounds, which includes the oval, unless we are being collected by a parent/carer
- ★ We meet our parent/carer if they are collecting us
- ★ We go to the school office if our parent/carer is not waiting
- ★ We only play where our parent can see us
- ★ We know that we are expected to follow the TREE values while on school grounds
- ★ We all leave the school grounds when the 3.15pm announcement is made



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Using iPads Expectations





-  We carry iPads with two hands.
-  We walk when carrying iPads or iPad baskets.
-  We use iPads with clean hands and keep food and drinks away.
-  We only use the apps and websites our teacher asks us to use.
-  We stay on our task and listen to our teacher.
-  We tell a teacher straight away if an iPad is not working or is damaged.
-  We use iPads safely, kindly and respectfully.
-  When finished, we close the lid and place the iPad back in the basket with the power cord slot at the top.
-  Our class returns iPads to the trolley and plugs them in.
-  Our teacher checks the iPad trolley to ensure they are neat and charging.




Teamwork
Respect
Engagement
Excellence



Assembly Expectations

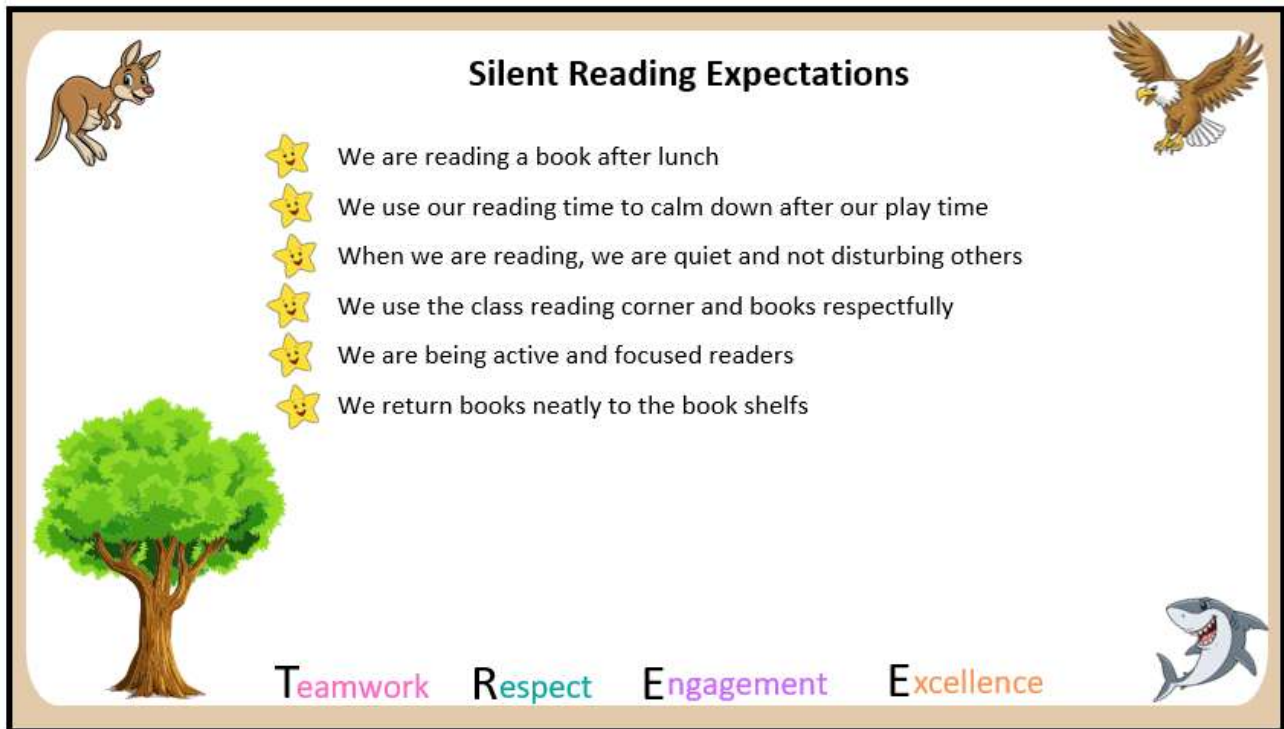




-  We arrive on time and wait quietly for the assembly to start
-  We wear our full school uniform with pride
-  We show respect by actively listening throughout the assembly
-  We sing the National Anthem and School Song with pride
-  We politely acknowledge others' achievements
-  We say thank you when receiving awards



Teamwork
Respect
Engagement
Excellence



Silent Reading Expectations

- ★ We are reading a book after lunch
- ★ We use our reading time to calm down after our play time
- ★ When we are reading, we are quiet and not disturbing others
- ★ We use the class reading corner and books respectfully
- ★ We are being active and focused readers
- ★ We return books neatly to the book shelves

Teamwork **R**espect **E**ngagement **E**xcellence

The poster features a kangaroo in the top left, an eagle in the top right, a tree in the bottom left, and a shark in the bottom right. The title is centered at the top in bold black text. The list of expectations is in the center, with each item preceded by a yellow star. The four core values are at the bottom, each starting with a large letter in a different color: Teamwork (pink), Respect (teal), Engagement (purple), and Excellence (orange).



Creek Expectations

- ★ We keep the sand in the sandpit
- ★ We ask a teacher to turn the creek on or off
- ★ We use the creek toys safely
- ★ We keep our feet out of the water
- ★ We take turns collecting water
- ★ We only use creek water for creek play
- ★ We use the drinking fountain for drinking only
- ★ We help pack away the toys when it is time to finish
- ★ We leave the creek area tidy before we go
- ★ We keep sand away from the water outlet

Teamwork **R**espect **E**ngagement **E**xcellence

The poster features a kangaroo in the top left, an eagle in the top right, a tree in the bottom left, and a shark in the bottom right. The title is centered at the top in bold black text. The list of expectations is in the center, with each item preceded by a yellow star. The four core values are at the bottom, each starting with a large letter in a different color: Teamwork (pink), Respect (teal), Engagement (purple), and Excellence (orange).



Expectations when using fidgets

-  We use only one fidget at a time
-  We have talked to our teachers about using a fidget in class
-  We use the fidget safely and as it is intended
-  We are still listening while using the fidget
-  We are still following instructions when we are using the fidget
-  We put the fidget aside if it is stopping us from doing our work
-  We leave our fidget in the classroom at break times, unless we have discussed this with our teacher



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Expectations for using sport equipment

-  We know that only Sport Leaders are allowed in the sport shed
-  We wait patiently for the Sport Leaders to hand out sport equipment
-  We look after all sport equipment
-  We all bring equipment back to the sport shed at the end of break times
-  We return all equipment neatly and safely



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Excursion and Incursion Expectations





-  We follow the teacher's, parent's or guides instructions always
-  We stay with our class and our assigned groups
-  We ask for permission to leave the group (for example to use the toilet)
-  We respectfully listen to group leaders, volunteers and speakers
-  We respect boundaries, places, equipment and displays
-  We travel safely and talk quietly when travelling by bus
-  We show appreciation and gratitude for the opportunities we are given
-  We are polite and always use our manners
-  We show interest and participate, even if the activity is new or challenging
-  We include and look out for others in our group



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Appendix J – Mascots



A yellow five-pointed star with a smiling face, positioned next to a large green tree with a brown trunk.

STELLAR

Hello, I'm Stellar Star.

The word stellar means being like a star, bright, shining, and amazing!

When we say someone is stellar, we mean they are doing a fantastic job.

They are kind, try their best, and show great behaviour.

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A brown eagle with a white head and neck, perched on a large green tree with a brown trunk.

ERNIE

Hello, my name is Ernest Eagle, but you can call me Ernie the Eagle!

The word earnest means being sincere, honest, and doing your very best.

When someone is earnest, they take pride in their work and try hard, even when things are tricky.

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SPECKY

Call me Specky the Shark.

My name comes from the word special, meaning something is extra good, important, or stands out in a great way.

When we do something special, we are doing our very best and making something amazing happen!

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KINGA

Hello everyone, I'm Kinga the Kangaroo!

My name comes from the word king, which can mean a great leader.

It also reminds us of our special place, Kingsley, where we live and learn together!

A great leader is someone who works well with others, is kind and fair and always does the right thing.

Teamwork **R**espect **E**ngagement **E**xcellence