

Parkwood Primary School

Positive Behaviour Guidelines (PBG)

June 2026

Purpose

Our aim is to educate children to display positive behaviours in line with the values and expectations of the wider community. When students vary from these norms, the response from the school will reflect the intention of long-term behavioural change rather than short term compliance.

We provide opportunities for the positive recognition of appropriate behaviours. Inappropriate behaviours are addressed in a manner that allows students to learn and grow by understanding the impact of their behaviour.

Through the implementation of the Positive Behaviour Guidelines, we strive to create a school culture that:

- builds a sense of community
- supports all learners, and
- values Belonging, Resilience, Respect and Responsibility

Relationships

Relationships are the foundation of all classroom and behaviour management. Students are only likely to change their behaviour in an environment of positive relationships and respect. Every child needs to know that the teacher cares about them and likes them.

A positive classroom culture is where students feel safe and are confident to express opinions, feelings and ideas without the risk of put down or ridicule. It is safe for them to make mistakes, both academically and behaviourally. Students are given the opportunity to restore relationships as soon as practical following any conflict. The Berry Street Educational Model (BSEM) is founded on positive relationships.

‘I may not like the behaviour, but I do like you’.

Expectations

The code of conduct is shaped by the Parkwood Expectations:

- Listen and follow staff instructions immediately.
- Keep hands, feet and objects to yourself.
- Be a learner.

Tiered Behaviour Support

Tier 1 Universal Prevention

Practices and systems for all students, implemented across all school settings. A proactive and preventative approach is adopted, where strategies are implemented to encourage students to demonstrate positive behaviours.

- Consistent routines
- Engagement norms
- Whole school behaviour expectations **specific – measurable – actionable - visible**
- High frequency positive praise and rewards
- Differentiated learning opportunities
- Classroom rules and rewards **specific – measurable – actionable - visible**
- Consequences for negative behaviour
- Traffic Light System
- Dojo
- Berry Street procedures including welcome circle and regular brain breaks
- Proactive parent support and engagement.
- Behaviour reflection process

Tier 2 Targeted Intervention

Some students require more encouragement to demonstrate positive behaviours. Tier 2 intervention comprises specialised practices and systems for students whose behaviours have been documented as not responsive at Tier 1. Students in this tier are provided with more support to demonstrate expectations and the acknowledgement of positive behaviours is more specific.

- individualised ready to learn plans
- regulation zones
- break cards
- mentoring / check-in – check out
- individualised goals / rewards
- Individualised reflection process
- Parent support, consultation and involvement
- Behaviour entered in Compass Chronicle

Tier 3: Intensive Intervention

Intensive practices and systems for students whose behaviours have been documented as not responsive at Tiers 1 and 2. The strategies implemented are highly individualised and specific. Intervention programs may involve external agencies and are developed in consultation with parents.

- Individualised behaviour plans including frequent recognition and reward
- Individualised reflection plan
- One on One mentoring

Roles

School Leaders

- Support students, teachers and families with behaviour support
- Support all teachers in implementing whole school procedures
- Ensure consistency in the implementation and maintenance of the Positive Behaviour Guideline
- Assist teachers in developing effective behaviour programs
- Support new staff and relief teachers in implementing the Positive Behaviour Guideline
- Manage major misbehaviours
- Record major misbehaviours on Compass Chronicle as DOE Behaviour of Concern
- Collect school behaviour data and respond to the data by implementing appropriate measures

Teachers

- Establish and maintain a positive classroom/school environment by modelling the Parkwood expectations
- Establish and maintain positive and culturally appropriate relationships with students, parents, other staff and the wider community
- Explicitly teach, monitor and reinforce the Parkwood expected behaviours
- Follow established referral processes to support student behaviour
- Record minor student behaviour in Compass Chronicle as General attitude/behaviour observation

Students

Follow Parkwood PBS expectations

Parents/Caregivers

- Support school staff in reinforcing the Parkwood PBS Expectations
- Discuss concerns with their child's teacher
- Treat school staff with respect and courtesy
- Support the schools Positive Behaviour Guidelines processes

Rights and Responsibilities

	Responsibility	Right
Staff	• Establish positive relationships with students • Model respectful and courteous behaviour • Explicitly teach the behaviour expectations and consistent routines with students • Provide purposeful, relevant and targeted programs • Address all inappropriate behaviour wherever it occurs around the school. • Implement the school positive behaviour guidelines with fidelity	• Teach/work in a safe, secure and conducive environment • Receive cooperation and support from parents and school community • Be treated with respect
Parents	• Model respectful behaviour at all times • Support attendance • Ensure child's health and wellbeing • Prepare child for school learning • Be respectful to all members of the school community • Monitor appropriate use of technology • Support school processes for managing student behaviour • Communicate respectfully any concerns regarding student behaviour	• Be informed of curriculum and behaviour procedures • Be informed of their child's progress • Be heard regarding their child's education and wellbeing • Be treated with respect
Students	• Communicate issues and concerns to teachers and parents • Value and respect the whole school community • Demonstrate the values and expectations of the school at all times • Demonstrate behaviours that protect the safety and well-being of others • Ensure that they are punctual and prepared for school • Accept the consequences for their choices	• Learn in a purposeful and supportive environment • Play in a safe, secure, friendly and clean environment • Be treated with kindness

Positive Behaviour Acknowledgement

Parky Points and Tokens

- Staff acknowledge positive behaviours using 'Parky' points and tokens
- Tokens are given to students who write their name and room on the token and place it in the Faction box
- Ministers tally faction points fortnightly
- At fortnightly assemblies a prize (Icy Pole Voucher) is drawn from each faction box
- Faction Rewards are given at key point milestones (4000, 8000, 12000)

Class Rewards

Whole class rewards are a meaningful way of rewarding positive behaviour and to encourage teamwork and cohesion.

Whole class rewards should:

- Be no longer than 30 minute per week.
- Have a clear curriculum focus.
- Encourage teamwork and collaboration.

Whole class rewards should not:

- Be more than 30 minutes per week
- Be free time
- Involve the use of ipads or computers

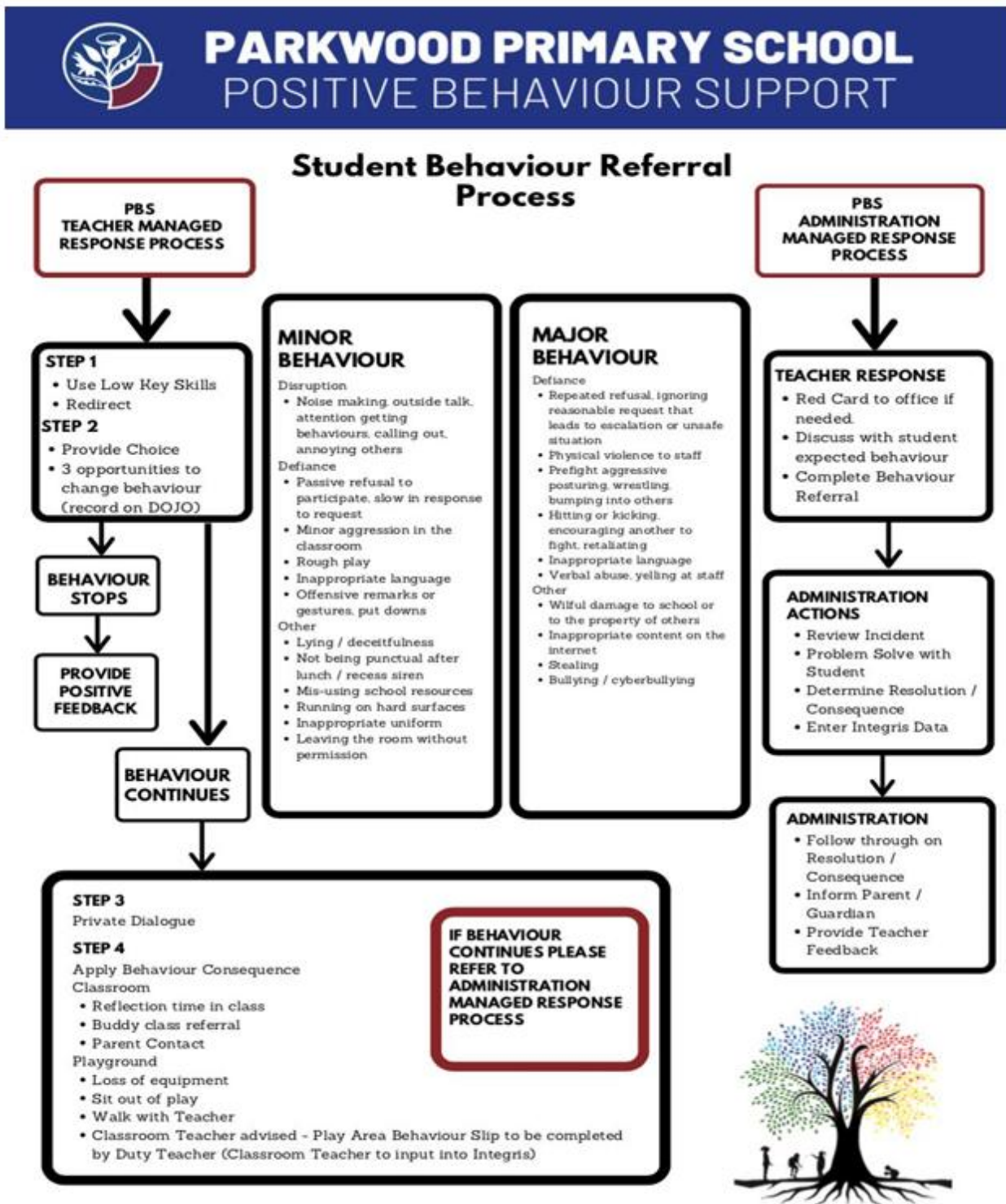
Examples of whole class rewards

- Sporting game (continuous cricket, golden child, dodgeball, handball)
- Dance/Drama activities
- Watching an educational documentary or movie (Magic School Bus)

Teaching Expected Behaviours

- Staff explicitly teach the behaviour expectations and consistent routines outlined in the Positive Behaviour Guidelines.
- Behavioural errors are viewed in the same manner as academic learning errors, as a skill deficit. When a skill deficit exists, the appropriate skill should be taught.
- Behavioural errors are responded by reteaching, guided practice and followed by independent practice with frequent monitoring.
- Students are given encouragement, shown where errors are made, told how to make a correction. Given opportunities to practice and then provided immediate feedback.
- Students who do not follow the school expectations are counselled to address the behaviour and to teach and explain what is expected.
- For students who continuously struggle to demonstrate the school expectations, a referral will be made to Student Services.
- Staff at Parkwood PS use a restorative approach when addressing students not demonstrating expected behaviours.

Responding to Inappropriate Behaviour



Staff respond in the following manner:

Calm: Use a professional and composed voice tone and volume

Respectful: Polite response free of sarcasm, given in private

Specific: Identify the observable behaviour that violated the school expectations

Consistent: Respond each time a behaviour error takes place

Brief: Short and concise response – disengage quickly

Immediate: Respond within a short time after the misbehaviour takes place

Additional points:

- Staff applies inappropriate behaviour consequences as outlined in Student Behaviour Referral Process
- All inappropriate behaviours are entered in Compass Chronicle.
- Classroom Management Strategies- Low Key Skills are implemented to prevent and respond to inappropriate behaviours.
 - Minimal verbal responses
 - Do not interrupt learning flow
 - Quick and quiet
 - Avoid escalation

Consequences and Interventions

In class traffic light

The traffic light system supports students to recognise appropriate classroom behaviours and to modify their own behaviour should it become inappropriate. The traffic light system is used to minimise classroom disruption so that maximum time can be spent on classroom learning. Teachers use the system in their class with minimal verbal interaction with the students.

Administration Intervention

Red Card

- Used for behaviours which are likely to cause major disruption to the classroom or injury to an individual
- Sent to office for immediate support

Major Behaviour Slip

- If a student's inappropriate behaviour requires Administration intervention, the staff completes a Major Behaviour Referral Form (Pink Slip) to document the incident.
- The Administration team then assesses the situation and decides on appropriate consequences based on the severity of the behaviour.
- With the assistance of Admin student to complete a reflection sheet.
- If necessary, the Administration team may follow the school and department procedures to implement.

Loss of Privilege / Detention

- Supervised by administration
- Duration determined by admin
- Behaviour reteaching occurs
- Recorded in Compass

In School Withdrawal

- Student removed to office if behaviour escalates
- Duration depends on circumstances
- Parents informed
- Student supported by admin team
- Recorded in Compass as a DOE Behaviour of Concern Withdrawal

Suspension

- Managed by Administration
- Investigation determines duration
- Parents informed and consulted
- Re-entry plans may be developed

Good Standing Guideline

All students:

- Have the right to feel safe and supported
- Start each term with Good Standing
- Must maintain behaviour aligned with expectations

Loss of Good Standing

Reasons

- Major behaviour breaches resulting in a suspension
- Inappropriate behaviour when representing the school
- Non-adherence to SEN behaviour plans
- Referral to the admin for frequent and ongoing behaviour incidences.

Consequences

- Loss of privileges
- Ineligibility for events and excursions

Reinstating Good Standing

- After 5 days of appropriate behaviour
- Daily tracking sheet used
- Restorative return-to-school process

Principal reinstates Good Standing