

Purpose

Our Positive Behaviour Expectations Plan (PBEP) is developed to consistently teach, model, encourage, support and reward the behaviours we expect from all students.

We aim to have a friendly, safe and inclusive environment where students understand what is expected from themselves and others.

Students may require additional support, will receive targeted intervention, support and planning.

Our Positive Behaviour Expectations

Marangaroo 3 C's



Care for yourself



Care for others



Care for our environment

Learning Intention

- All students will be educated, encouraged and regularly reminded of what our positive behaviour expectations are.
- All students are expected to display positive behaviour during the school day with themselves, with others and for our school environment
- All students have different needs and the appropriate support will be determined on an at-needs basis

Success Criteria

	Care for Yourself	Care for Others	Care for our Environment
Classroom	<ul style="list-style-type: none"> • Treat my equipment with care and keep my work area tidy • Always try my best and set goals • Try before asking for help • Share ideas and participate in class discussions and activities • Listen to feedback 	<ul style="list-style-type: none"> • Be friendly and helpful to others • Always use manners • Treat equipment of others with care • Listen to others opinions 	<ul style="list-style-type: none"> • Move in and around the classroom with respect • Ensure my classroom is left clean and tidy • Open the door respectfully
Playground	<ul style="list-style-type: none"> • Play fair and safe • Always wear my hat when outside • Share and takes turns with equipment • Walk on paths • Return to class at the first bell 	<ul style="list-style-type: none"> • Inform staff about playground problems and help solve it • Ask politely to join games • Allow others to join in my games • Follow staff instructions 	<ul style="list-style-type: none"> • Place rubbish in the bin • Respect school equipment and boundaries • Sit when eating my food • Return equipment left out
Assembly	<ul style="list-style-type: none"> • Shake hands and say thank you when receiving an award • Hold my certificate with pride • Take part in songs 	<ul style="list-style-type: none"> • Sit quietly and keep my hands and feet to myself, with eyes to the front • Ignore disruptions and negative behaviours around me • Applaud others appropriately 	<ul style="list-style-type: none"> • Enter and exit the assembly area respectfully
Before and After School	<ul style="list-style-type: none"> • Greet others with manners • If early, wait in the undercover area until 8.30am 	<ul style="list-style-type: none"> • Wait quietly outside my classroom until a staff member lets me in 	<ul style="list-style-type: none"> • Walk bike or scooter off school grounds • Exit school unless with an adult
Front Office	<ul style="list-style-type: none"> • Say 'good morning or good afternoon' to the adult • Wait until it is my turn to speak 	<ul style="list-style-type: none"> • Use my manners when talking to the office staff or visitors • Use kind, calm and appropriate words 	<ul style="list-style-type: none"> • Enter and exit the office sensibly

Staff Roles and Responsibility

- All staff to know, understand and follow this plan including the common language of Zones of Regulation
- **Consistency:** All staff understand and follow the plan, seeking support if required
- **Common Sense:** Treat each situation according to the action and student involved
- **Communication:** Ensure follow up with positive and undesired behaviours with the necessary staff/ parents. All plans are shared and known with relevant staff
- All teachers will have their own classroom plans for teaching, encouraging and rewarding expected behaviour. In every classroom, a visual representation of their plan is evident

Parent and Community Responsibility

- Parents are encouraged to support their child’s social development by talking to them regarding what is expected at school
- Parents are encouraged to communicate with their classroom teacher if there is a problem

Plan Implementation

- Every week the whole school will learn about the behaviour expectation focus for the week. It will also be visible in all classrooms
- Each day in all classroom’s, specialist classes and playground duty, staff will hand out 3 care coins to students displaying the desired behaviour expectations
- As it is awarded or at a certain time in the day, student or teacher tally the care coin on a visible whole class/ individual chart and/or Class Dojo before depositing the coin in their faction tally tube

All students

- When a student has earned the required number of care coins within a 3-week period, they participate in the reward afternoon.
- Rewards announced at each assembly.
- Reward afternoons are set for the Friday of week 3, 6 and 9
- Students who show repeated Level 2 or Level 3 behaviours, or has poor attendance and are in the Caution Zone (See Good Standing Policy), they are not eligible to participate in the reward afternoons.

Individual

When an individual student has reached the targets sets by the school, they will be awarded the following badges:

- Bronze 3C - Participation in 3 reward afternoons
- Silver 3C - Participation in 6 reward afternoons
- Gold 3C - Participation in 10 reward afternoons





Faction

- End of term reward for the faction who has collected the most care coins

Further Support for Students with Additional Needs

- Our plan is student centered, where we seek to profile students before determining what additional support is required to meet success criteria.
- The support for students is on a case by case basis. It may involve the Student Services team, playground monitoring, chaplain involvement, structured play program, intensive teaching and parent meetings.

Zones of Regulation - Whole School Approach

Zone	Actions	Language
<p>Blue (sick, tired, bored, sad)</p> 	<ul style="list-style-type: none"> • Acknowledge the emotion • Brain Breaks/Movement- get up and move • Talk- about feelings • Music • Redirect focus • Reaffirm • Increase frequency of reinforcement/tokens 	<ul style="list-style-type: none"> • “Good on you for having a go.” • “I like the way you...”
<p>Green (calm, happy, focused, ready to learn)</p> 	<ul style="list-style-type: none"> • Reinforce by using positive language, explicit to the situation • Celebrate achievement • Acknowledge how good it feels • Positive body language and verbal interactions 	<ul style="list-style-type: none"> • “I really like the way your body is still.” • “I love how you are ready for work.” • “I like the way you...” • “Great to see you’re ready to learn.”
<p>Yellow (heightened or elevated, stressed, excited, silly, nervous)</p> 	<ul style="list-style-type: none"> • Be calm (staff)- non confrontational. Consider your expression/tone. • Focus on breathing • If close to green zone, ask if they want a break. If close to red zone, direct to break. (Individual circumstances) • Scaffold to persist to finish a task, before a break. (Develop resilience- individual circumstance) • Timed breaks • Defined break areas (individualised as required) 	<ul style="list-style-type: none"> • “What is the size of the problem?” • “Do you need a break?” • “Your body looks like it’s in the yellow zone, do you need a break?” • “I can see you’re upset; do you want to walk/talk/take a break?” • “What happened?” • “Are you showing me expected behaviour?” • “What do you/we need to do from here?”
<p>Red (intense, anger, rage, devastation)</p> 	<ul style="list-style-type: none"> • Calm body language (staff) • Showing restraint is better than using restraint • Body proximity of staff- move away and observe • Tactical ignoring. Minimal verbal. • No verbal visual prompts 	<ul style="list-style-type: none"> • “You can show me you’re ready by...” • “Be safe with your body.” • “My number one job is to keep you safe.”

Behaviour Flow Chart

Classroom

Level 1

- Warning followed by second warning
- Reminder of expected behaviour and choice to follow rules or proceed to Level 2

(Not following school or class behaviour expectations)



Level 2

- Choice to: Take a break, remove to buddy class/ wet area, time walking with duty teacher
- Students involved restore justice
- Document incident on Integris, notify relevant staff
- Teacher or admin contact parent/carer if required
- Reminder of expected behaviour and choice to follow rules or proceed to Level 3

(Swearing at others, repetition of undesired behaviour, breaking equipment, intimidation of others)



Level 3

- Refer student to admin
- Admin applies appropriate intervention which could include loss of privilege, withdrawal or suspension
- Students involved restore justice
- Admin document on Integris
- Parents and teacher are informed

(Physical harm to others, abusing staff, leaving school grounds)

Playground

Level 1

- Warning
- Reminder of expected behaviour and given a choice to restore justice or move away to a different area, or proceed to Level 2

(Not following school or class behaviour expectations)



Level 2

- Walk with duty staff for 5 – 10 mins
- Record incident in duty file
- Inform class teacher at end of break
- Admin to input on Integris
- Teacher or admin contact parent/carer if required
- Reminder of expected behaviour and choice to follow rules or proceed to Level 3

(Swearing at others, repetition of undesired behaviour, breaking equipment, intimidation of others)



Level 3

- Alert admin and relevant staff via walkie talkie
- Admin applies appropriate intervention which could include loss of privilege, suspension or individual behaviour plan
- Students involved restore justice
- Document on Integris
- Parents and teachers are informed

(Leaving school grounds, intentionally harming another student, abusing staff)




Good Standing provides a system that assists in ensuring that our students maintain a satisfactory level of attendance, academic participation and behaviour. Good Standing procedures are a mandatory requirement for all public schools. They are developed to reflect individual school contexts to encourage positive student behaviour, reiterate the need to take personal responsibility for our actions and to support children to reach their educational potential.

Good Standing compliments the Marangaroo student services processes and works in conjunction with our school's positive behaviour expectation plan. It reinforces the standard of behaviour and engagement expected by our school community. Good Standing is a status that all students at Marangaroo automatically achieve. Maintaining Good Standing is an incentive for students as it enables them to participate in classroom, school and interschool privileges, responsibilities and activities that are in addition to the regular learning program. Loss of Good Standing occurs as a result of high level behaviour incidences that result in suspension or withdrawal from class and/or ongoing low level misbehaviour in class and in the playground.

Maintaining and regaining Good Standing status requires a student to:

- Adhere to the school classroom and playground expectations
- Display appropriate attitude and effort in all aspects of their learning
- Complete class work, homework and assessments as requested by a staff member
- Behave in a way that is appropriate and inclusive of staff and student rights
- Maintain satisfactory attendance and punctuality (including after break periods)
- Adhere to Marangaroo Primary School dress code

Ultimately, Good Standing aims to encourage all students to take responsibility for their actions and to reach their academic potential. It also allows students who maintain good standing to be recognised in a positive way.

<p style="text-align: center;">Status – In Good Standing</p> <p>Students are able to participate in classroom, school and interschool privileges, responsibilities and activities that are in addition to the regular learning program.</p>	
<p style="text-align: center;">Status – Caution</p> <p>Students will be able to participate in additional classroom and school activities but not interschool activities. Classroom and school privileges and responsibilities will also be restricted.</p>	
<p style="text-align: center;">Status – No Good Standing</p> <p>Students will not be permitted to participate in classroom, school and interschool privileges, responsibilities and activities that are in addition to the regular learning program.</p>	

Students who move out of Good Standing will have this recorded on their DoE behavior record, with their status reviewed every week. Where behaviour has improved and no further consequences have been enforced, Good Standing will be reinstated. Good Standing is also reinstated at the beginning of each term. Class teachers are responsible for monitoring Good Standing status and working with the leadership team where students do not regain their Good Standing after two weeks.