Inglewood
Primary School

Responsible Behaviour Guidelines

Together we nurture inspired, curious and confident learners.

INGLEWOOD PRIMARY SCHOOL RESPONSIBLE BEHAVIOUR GUIDELINES

RATIONALE

Every public school should have a safe and orderly learning environment. This is best achieved by creating an atmosphere in the school where students are actively engaged in the curriculum and where they are provided with a range of engaging and relevant ways to learn; where they feel cared for by school staff; where they develop a sense of belonging to the school; and where teachers know them well, build upon their strengths and encourage them to persist with tasks until they succeed. Students are more likely to behave well if they are in an environment where mutual respect is evident and where students understand the relevance of the learning content. At the centre of successful behaviour management, is staff acting to meet students' needs rather than simply reacting when they misbehave.

Our Purpose

To provide a stimulating educational environment that will develop academic, social, artistic and physical skills in our students; to enable them to participate as informed and active members of a global society.

Shared Values, Behaviours and Attributes

At Inglewood Primary School we collectively value and promote:

- The School Values of: Integrity, Perseverance, Kindness and Respect
- Academic and social competence
- Healthy lifestyle choices
- Resilience and persistence
- Creativity and development of the 'whole child'
- Critical thinking and accountable decision making
- Active local and global citizenship through a variety of virtues

At Inglewood Primary School our students can expect to be provided with:

- A safe and supportive learning environment
- Meaningful relationships
- High expectations
- Clear intentions and outcomes
- Opportunities for innovation
- Opportunities to problem solve
- Opportunities for self-assessment and feedback
- A variety of teaching styles and feedback

At Inglewood Primary School students will:

- Learn in a purposeful and supportive environment
- Work and play in a safe, secure and friendly environment
- Ensure they are active in their learning
- Ensure that their behaviour is not disruptive to the learning of others
- Ensure they are punctual, polite, prepared and display a positive manner
- Behave in a way that protects the safety and well-being of themselves and others
- Be respectful, courteous and demonstrate honest behaviour

GUIDELINES
The IPS Responsible Behaviour Guidelines reflect the Department of Education's Student Behaviour Policy, including a Code of Conduct, teaching and classroom management strategies and processes for responding to inappropriate behaviour. The document is also informed by the *Minister's Statement on School Violence*.

Promoting Positive Behaviour
Positive behaviour is encouraged and rewarded in the following ways:
1. Teachers support students to set personal goals for academic and social behaviours
2. Teachers send students to reset classes for acknowledgement of excellent work
3. Students visit the office to show the principal or deputies their excellent work.
4. Teachers regularly communicate positive behaviours and improved work habits to parents through verbal or email correspondence.
5. Honour certificates are presented at assemblies for academic achievement and social behaviour. Staff are encouraged to use the school values to guide comments.

Procedures for Teaching Expected Behaviour
Inglewood Primary School is committed to helping children develop the fundamental skills for life effectiveness. Social Emotional Learning (SEL) is explicitly taught to students to develop their self-awareness, emotional regulation and interpersonal skills. SEL is one of seven General Capabilities outlined in the Western Australian Curriculum.

Teachers at Inglewood PS will routinely reinforce the expected behaviours and standards within their class and will provide students with opportunities to understand and practise these. Such examples might include lining up, moving through school grounds, expected standards of work, acceptable levels of work noise and so on.

Managing Behaviour in the Classroom

Building strong relationships with students is an important step in managing student behaviour. Strong relationships can be built by greeting students at the door; smiling and the use of humour; being polite; being enthusiastic and demonstrating personal interest in the student. Strong and genuine relationships are built on mutual respect and students feeling they have a voice within conflict resolution, teaching and learning processes and personal interactions with staff.

Low level behaviour is best managed in the classroom using low key responses. A low-key response is designed to redirect the behaviour with minimal or no disruption to the teaching and learning. Examples of low-key responses include the use of proximity; non-verbal signals – gesture, look, pause; use of student's name; planned ignore (and smart ignore by peers); signal to begin; winning over; offer a movement break; be on the alert; private dialogue and personal behaviour goal setting.

With instances of more serious behaviour, the school has a clear process (outlined in the appendices) to manage student behaviour and support a safe learning environment for all students. In all instances of serious behaviour, Admin are involved and suspension is always at the discretion of the principal. Consultation with external providers may be required to take place when forming a judgement regarding suspension.

Managing Behaviour in the Early Childhood Setting

When students enter the early years of schooling they come with a range of experiences which may impact on their ability to interact with others and manage their behaviour within the school environment. Children need to learn to recognise their emotions and learn the skills to regulate their behaviour. The curriculum in the Early Years will incorporate the explicit teaching of expected behaviours along with recognising and naming emotions. Students will become more able to identify, track and manage their emotions as they mature. In Early Childhood classrooms the focus will be on validating emotions, redirecting, teaching and modelling appropriate behaviour.

The management of behaviour in Kindergarten and Pre-primary classrooms will mainly be managed by the classroom teacher. Students should be given opportunities to redirect behaviour and then, if required, a short reset time for inappropriate behaviour. **In cases of severe behaviour off-site staff will contact Administration for support.**

Communication with parents should be established early with consistent approaches at home and school having the greatest impact. Regular misbehaviour should be recorded and monitored and a Positive Behaviour Support Plan established in conjunction with the Student Services Team, if unexpected behaviours continue.

Strategies to Minimise Unexpected Behaviours

Classroom

- Students are made aware of the intended outcomes of each lesson
- Have well-planned lessons that incorporate a variety of strategies, groupings and resources
- Establish consistent classroom routines and reinforce these regularly
- Vary position and seating in the classroom
- Incorporate movement, brain breaks into the daily routines and learning activities
- Ensure work provided is challenging but achievable for each student
- Student's work is scaffolded and supported as necessary
- Interactions with students are positive

Playground

- Duty vests are worn by all staff whilst on duty
- Staff are prompt in moving to their designated duty areas
- Staff move proactively within the designated duty area
- Staff actively engage with students as they move through the playground, rather than waiting for issues to be brought to them
- Duty teachers recognise and praise acts of preferred behaviours such as good sportsmanship, picking up rubbish and so on.
- Unsafe play is redirected

In 2026 the Health and Wellbeing committee developed two restorative classroom charts to support a visual for teachers to use when needed. The purpose of these two charts is to outline responsible behaviour expectations with students in a clear and kind way. The restorative conversation forms part of our Social and Emotional Learning approach to supporting student behaviour During 2026 these charts will be trialled across the three teaching and learning sites and reviewed by staff at the end of the year.

Good Standing

At Inglewood Primary School we believe learning is enhanced in a welcoming, inclusive, collaborative, safe, sharing and caring environment. Good Standing emphasises the importance of taking responsibility for negative choices students may make and which may ultimately impact upon their safety and/or learning and the safety and/or learning of others. Good Standing supports and works in conjunction with the IPS Behaviour Responsible Behaviour Guidelines, which includes that a set of expected behaviours, unexpected behaviours, positive reinforcements, and consequences are developed each year by each teacher, are on display in the classrooms.

What is Good Standing?

Good Standing is a status all students in public schools are granted at the start of every new school year. It is the responsibility of each student to maintain their Good Standing. Students with Good Standing will have the opportunity and privilege to participate in various events throughout the school year.

Examples of these events include:

- Classroom rewards and merit certificates
- Faction and Interschool sporting events

- School based activities, select groups, events, and excursions
- Holding a leadership position (Student Councillor or Faction Captain)
- Year 6 Camp and Year 6 Graduation activities.

Potential Loss of Good Standing
Unexpected behaviours are managed in accordance with the IPS Positive Behaviour Guidelines. Students who are in breach of the Inglewood Primary School behaviour expectations may potentially lose their Good Standing, depending on the severity of the behaviour. There are three stages involved in the Loss of Good Standing, throughout which the student, their parents/guardians, their teacher, and leadership meet to discuss the student making positive behavioural choices, to plan for setting appropriate goals and to establish monitoring processes to support the student in consistently meeting these goals to maintain their Good Standing.

Stage 1 – Early Notification
Parent contact (e.g. phone call, meeting, email) is made by the Deputy Principal when:

- A student has been referred to the office for multiple referrals for minor unexpected behaviours that are recorded. A Positive Behaviour check in is implemented by the classroom teacher to support modification of behaviour
- A student has been referred to the office for a major unexpected behaviour that is recorded. A Positive Behaviour Check-in is implemented by the classroom teacher to support modification of behaviour

Stage 2 – Notification Status Change – Conditional Standing
Follow up communication with parents and the classroom teacher occurs when a student has been unable to demonstrate expected behaviours

- There are additional minor unexpected behaviours
- There is a major unexpected behaviour
- The teacher, Deputy Principal and parents/caregivers meet to develop a formal Behaviour Support Plan that outlines specific goals to return the student to Good Standing status.

Stage 3 – Notification – Loss of Good Standing
A notification letter is sent home by the principal as a result of the student being unable to comply with the set goals and expected behaviours of the school. If a child is suspended, this results in an immediate loss of Good Standing.

Unexpected behaviours leading to a loss of Good Standing:
Behaviours such as a series of reported and recorded minor unexpected behaviours; or following a major breach of the Positive Behaviour Guidelines; or following a suspension, may lead to a loss of Good Standing. This may include, but not be limited to:

- Verbal abuse of other students
- Verbal abuse of staff
- Threatening other students
- Threatening staff
- Intimidating other students
- Intimidating staff
- Damage to property
- Physical abuse of other students
- Physical abuse of staff
- Fighting

E-breaches (technology misuse)

- Inappropriate searches
- Logging into social media accounts
- Making inappropriate E- texts
- Sharing inappropriate searches, material, E-texts with other students
- Cyberbullying at school

Reinstating Good Standing
Good Standing may be reinstated after a minimum of 2 weeks if:

- The student is participating or performing consistently to the best of their ability
- Issues relating to suspension/behavioural breaches are resolved in accordance with the school's Positive Behaviour Guidelines
- Completion of 'Application of Reinstatement of Good Standing'
- Review or development of an Positive Behaviour Support Plan focusing on identified areas for improvement citing strategies, milestones, and desired outcomes

The Leadership team and the teacher will implement a restorative and consistently applied Return to School and Return to Good Standing process with the student to re-establish positive behaviour and set appropriate social goals. Reinstating a student's Good Standing is decided by the Principal.

Parent Contact Regarding the Good Standing Process –

- All parents/carers will be informed about Good Standing at the initial Classroom Information sessions in February.
- A modified version of these guidelines will be available on the IPS website in Term 4.
- Parents will be notified when their child receives an office referral for classroom or playground behaviour, and they will be informed if there is the potential loss of Good Standing.
- If there is an immediate loss of Good Standing the student's parents/carers will be contacted to discuss the loss of Good Standing and arrange a meeting between the teacher, the parent, and the Principal to inform the Positive Behaviour Plan detailing how the student will regain it, and what specifically their child will miss out on as a result.
- When a student regains their Good Standing, their parents/guardians will be notified.

Diversity

One size does not fit all. Positive behaviour is learnt, and consideration needs to be given to the individual needs of students. The Good Standing Guidelines is provided to maintain consistency in our decision-making processes. It is important to note that if: -
1. there are extenuating circumstances that have resulted in the negative behaviours
2. a student has specials needs
and / or
3. there was a significant period of positive behaviour since the previous negative behaviour then, these factors will be considered and any decision to withdraw or maintain Good Standing is at the discretion of the principal.

Severe Behaviour

For incidences of severe behaviour, the principal or principal's delegate will inform parents of the child of the intention to suspend, or immediate suspension and implement a period of suspension in line with The Department of Education Policy.

Principals have been directed to automatically suspend students who:

- Intentionally attack, or instigate a fight with, another student
- Video fighting between students
- Physically attack a school staff member.

As part of the return from suspension process, a restorative approach will be pursued.

Appendix 1

Process for Addressing Unexpected Behaviour

Strategies to minimise unexpected behaviours in the classroom are implemented.

Is the behaviour minor or major?

Minor

Teacher Actions
- Discussion prior to assumption
- Low key Responses
- Re-direct stating/modelling expected behaviour
- Acknowledge demonstration of expected behaviour

Classroom Warnings x 2
- Give a warning stating the unexpected behaviour and the choice to demonstrate the expected behaviour

Reset– Within the Classroom
- Reset period within the classroom (approx. 5-10 mins)
- Teacher to support student to reflect on unexpected behaviour and required expected behaviours

Reset - Reset Room
- Student sent to a pre-arranged Reset Class (approx 15 mins)
- Class teacher to record behaviour on referral sheet
- Student to take referral sheet to Reset Class
- Student to complete reflection sheet if appropriate and conference with teacher.
- Teacher to contact parent
- Teacher to record behaviour on Integris / Chronicle under Behaviour Management

Referral to Administration
- If behaviour continues student is sent to Admin.
- Class teacher or Reset Class teacher to add to referral form
- Admin will review behaviour, conference with student and determine consequence
- Student to complete reflection sheet
- Parent contacted
- Behaviour entered on Integris / Chronicle and teacher informed of any actions.

Minor Behaviour
Classroom Managed E.g.
- Not following instructions
- Answering back
- Inappropriate comments
- Inattention
- Dishonesty
- Work avoidance
- Disrupting the learning
- Calling out
- Minor physical contact

Reset time is used to bring about a positive change in behaviour as period of reflection.

Positive Behaviour Support Plan may be developed in consultation with parents and other agencies as required

Major

Major unexpected behaviours are identified as actions that are offensive and/or dangerous to the physical and/or emotional well-being of another, for example:
- Violent behaviour
- Physical attack on teacher or another child
- Verbal Abuse
- Blatant refusal to obey
- Malicious attack on school property
- Stealing
- As a final step to class consequences

Administration referral
- Class teacher to complete referral form for major behaviour and send student to administration
- Class teacher to enact emergency response plan if appropriate (e.g. remove class)
- If assistance is required to remove student/s send a red card to Administration

Administration to Investigate
Follow up options:
- Parent contacted
- Use of Reflection Time in Administration
- Withdrawal
- In school suspension
- Suspension
- Loss of Good Standing
  - Behaviour entered on Integris / Chronicle and classroom teacher informed of any actions taken.

Appendix 2 – Classroom Chart

IPS RESPONSIBLE BEHAVIOUR PLAN

At our school, we believe in showing **kindness**, acting with **respect**, **persevering**, and showing **integrity**.
These steps are here to help you be your best. They help us all stay safe, calm, and ready to learn together.

1 Refocus

- Your teacher will remind you about the classroom expectations.
- This helps you to stop, think, and make a good choice.

2 Reminder

- Your teacher will give a clear warning.
- This is your chance to make a good choice.

3 Classroom Reset

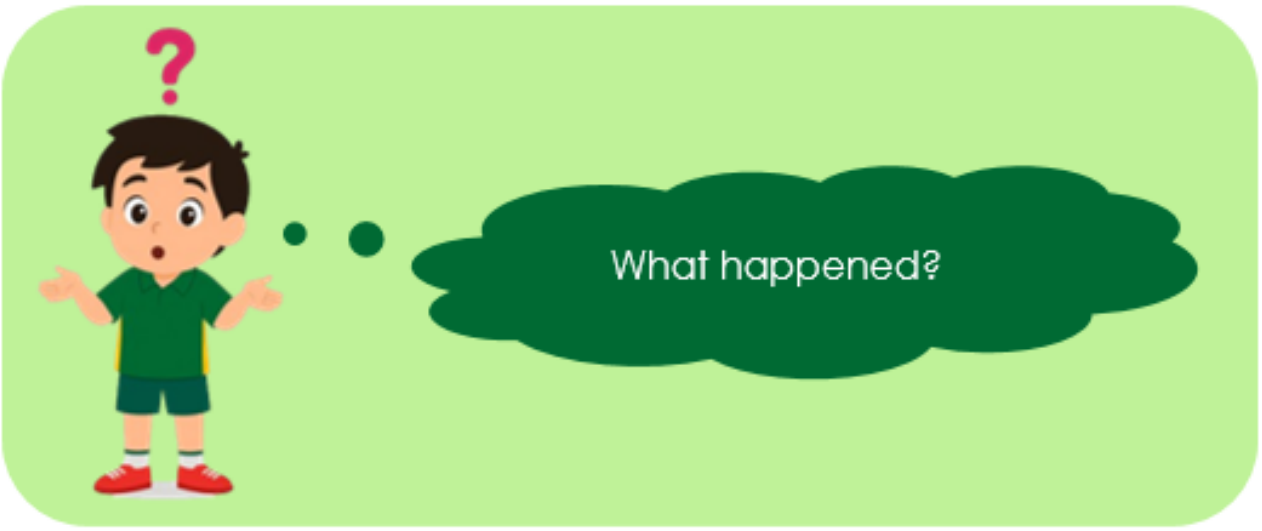
- You will have a 5-minute break in a quiet sport to calm your body and brain.
- Your teacher will check in with you.

4 Reset Room

- If you're still finding it hard to follow expectations, you'll go to another class for 5 minutes.
- This is time to calm down and think.
- You'll talk with a teacher and plan how to return to class safely and respectfully.

5 Office

- If you're still not making safe choices, you'll go to the office.
- You'll think about what happened and talk with a teacher.
- Together, you'll make a plan to come back safely.

Appendix 3- Student Reflection Classroom Chart

STUDENT REFLECTION
Restorative Conversation Guide