



Positive Behaviour Plan 2026



Our whole school approach to **Positive Behaviour Support** at Gosnells Primary School

Dear Parents and Caregivers,

In order for any community to work together well, we need to know both our rights and responsibilities. We need to know what will happen when we follow the behaviour expectations and at the same time, we also need to know what will happen if we choose not to.

The same applies to our school.

This booklet outlines our whole school expectations, the rewards that lie ahead for those who choose to abide by our expectations, and the suite of consequences that may be considered for those who do not.

Our classroom and playground behaviour support framework is underpinned by the expectation that all students and staff 'be safe', 'be responsible', 'be respectful' and 'be better' each and every day.

As a school, we employ a positive behaviour focus that educates all children as well as acknowledges and rewards those children who do the right thing. The many rewards and positive incentives available to children at Gosnells Primary School are outlined later in this booklet, as are the School Wide Consequences applied when individual or groups of children are having problems meeting the minimum standards of behaviour expected of them.

As with any "whole school" approach, your support is vital. You can help your child by:

- 1) Reading this booklet together with your child.
- 2) Supporting our plans; and
- 3) Following this communication process if you have a concern:
 - Make an appointment to see the Class Teacher.
 - Discuss issue with Class Teacher at appointed time.
 - If the issue remains unresolved, make an appointment to see a member of Administrative staff.

[See Flow Chart, "Chain of Communication re Classroom Issues"]

I look forward to working together with you in ensuring that every child has both the right, and takes the responsibility to learn and play in a safe and inclusive environment.

Yours sincerely



Scott Tapper

Principal | Gosnells Primary School

Whole School Expectations

- **BE RESPECTFUL**
- **BE RESPONSIBLE**
- **BE SAFE**
- **BE BETTER**

Behaviour Matrix

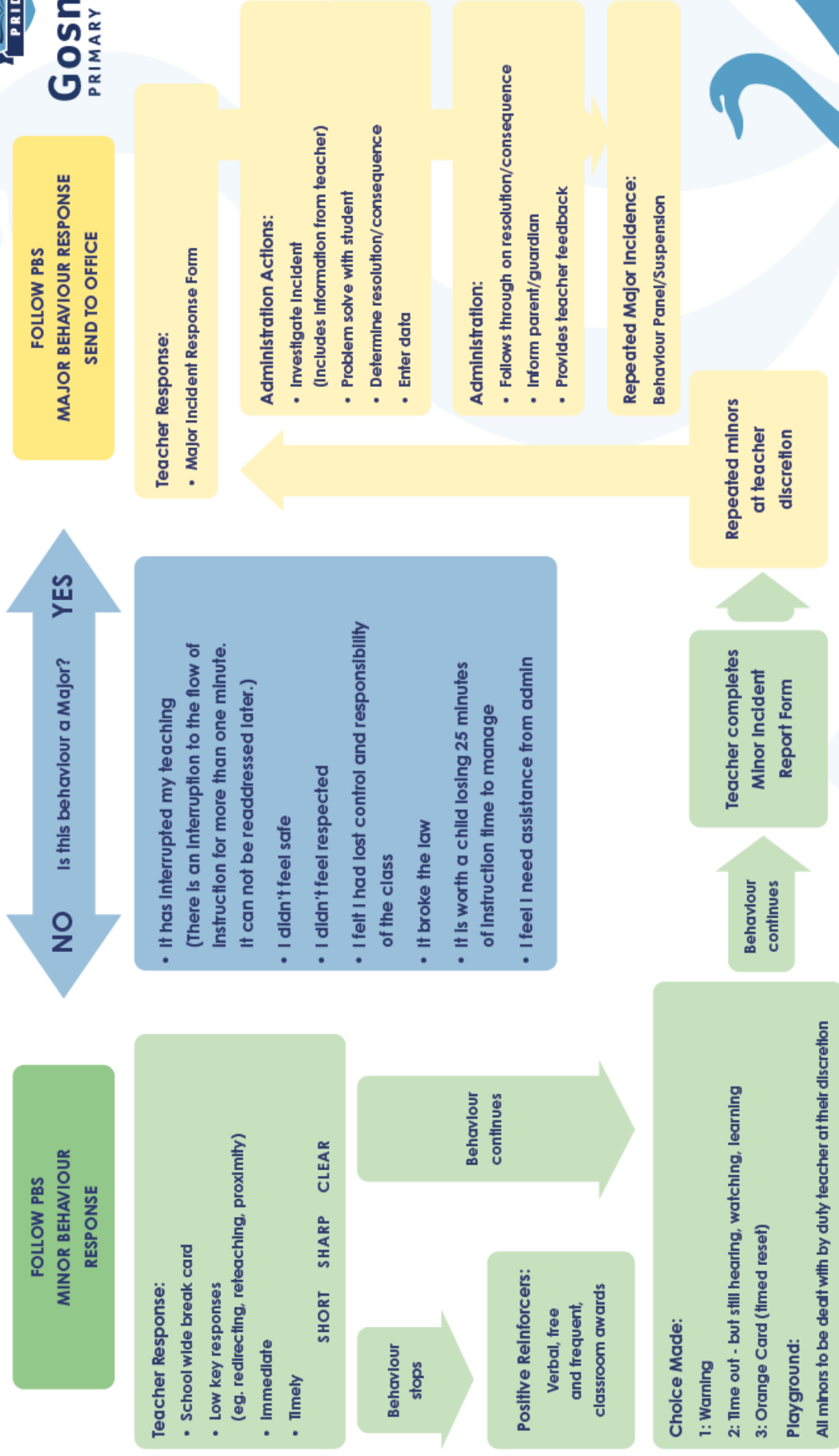
The Behaviour Matrix outlines what each expectation looks like in the contexts of Classroom, Outside, On-line and Community (see appendix). Do not hesitate, if you need help or are unsure, to discuss any situation with someone from Administration.

School Wide Positive Incentives

- Individual Pride Points.
- Bronze, Silver, Gold, Platinum Awards & Pride Medallions for Pride Points.
- Top 100 and Maali Good Standing Reward each term.
- Pride Point Raffle - name and photograph in newsletter.
- Class incentive plan.
- Behaviour specific praise.
- Non-verbal praise.
- Communication to parents.
- Positive visits to the office.
- Honour Certificates at Assembly - name and photograph in newsletter.
- End of Year Awards.
- Graduation Awards.
- Classroom Maali Awards/Classroom Maali Mascots

Positive Behaviour Support Framework

Response is: Caring, Calm, Consistent, Brief, Immediate, Respectful



Positive Behaviour Support Framework



Gosnells
PRIMARY SCHOOL

	CLASSROOM	OUTSIDE	ONLINE	COMMUNITY
BE RESPECTFUL	- Use manners - Let everyone share their ideas, wait your turn, allow others a turn, listen to announcements, interact respectfully with adults and visitors, wait at the door to be acknowledged - Wear your school uniform with pride - Quietly transition between areas - Care for all equipment - Equity vs Equality <i>(all students receive what they need to achieve)</i> - Show expected behaviour - Whole body listening	- Show sportsmanship - Enter the muster area quietly to await further instructions - When an adult is speaking at muster, we actively listen - Enter and exit classrooms in an orderly fashion - Wear your school uniform with pride - Care for all equipment - Quiet transition throughout the school	- Keep it appropriate - Follow teacher instructions regarding browsing - Care for ICT equipment - Ask for permission before recording and taking photos	- Wait patiently in lines - Use correct bus etiquette - Wear your school uniform with pride - Interact respectfully with adults - Use manners
BE RESPONSIBLE	- Follow instructions, directions and expectations - Accept consequences of behaviour - Stay with your class - Be honest - Care for all equipment	- Accept consequences of behaviour - Return to muster promptly on first bell (drink, toilet, muster) - Only eat in the muster area and place all rubbish in bins - Be honest - Care for all equipment - Use toilets for their intended purpose - Share equipment and spaces	- Accept consequences of behaviour - Keep it appropriate - Follow phone contract rules, hand phones in to office/teacher - Report if an unsanctioned site is accessed - Always use two hands, pack away properly and leave settings as you find them	- Accept consequences of behaviour - Follow instructions, directions and expectations - Watch out for peers - Keep hands, feet and inappropriate thoughts to yourself - Take responsibility for your belongings - Wear your school uniform with pride
BE SAFE	- Keep hands, feet and inappropriate thoughts to yourself - Walk on hard surfaces - Manage your chair appropriately – four on the floor, pushed under desk when not in use - Only eat your own food - Use equipment as intended and as directed by the teacher - Avoid spreading germs through use of positive hygiene habits - Seek help from your safety network when feeling unsafe	- All children play in their designated play areas - Walk on hard surfaces - Keep hands, feet and inappropriate thoughts to yourself - Wear a school hat when necessary - Respect others' personal space - No students should arrive at school before 8:15am - Only eat your own food - Walk bicycles and scooters on school grounds - Keep out of carpark unless under teacher supervision - Students not collected by 3:00pm must be collected from the office - Gentle play with each other - Seek help from your safety network when feeling unsafe	- Follow online GPS code of conduct - Log on and off - Keep your passwords, personal information or location private - No photo permissions means no photo or video - Use appropriate volume or headphones - Ask before taking a photo of a friend	- Work cooperatively - Stay with your class - Be aware of your surroundings - Make responsible choices - Follow instructions, directions and expectations - Keep hands, feet and inappropriate thoughts to yourself - Only eat your own food
BE BETTER	- Set goals - Always aim to improve academically, socially and behaviourally - Take pride in everything you do - Be flexible in changing situations - Use self regulation strategies to return to the green zone	- See a danger, report the danger - Care for each other - Be flexible in changing situations - Include others in games and conversations	Only make positive comments	- Remember you are representing the school, always show school pride - Use manners - Leave a good impression - Be flexible in changing situations

Shaping bright futures by empowering lifelong learners.



At Gosnell's Primary School, the Good Standing Policy supports our values of **Be Respectful, Be Safe and Be Better**, by acknowledging and rewarding exemplary school behaviour. GPS believes that learning is enhanced in a welcoming, inclusive and collaborative environment which emphasises the importance of students taking responsibility for the choices they make on a daily basis. The Good Standing Policy is a part of and works in conjunction with, the GPS Behaviour Management Plan and the Department of Education's Let's Take A Stand Together strategy.

Good Standing is issued at GPS

- As a student enters our school and at the commencement of each school year.

Losing Good Standing

Students will lose good standing if they receive:

- 6 or more Minor (green) forms within a five week period OR
- 2 Major (yellow) forms within a five week period OR
- a Suspension within a five week period

(Year 6 students will follow the Passage to Graduation Policy for Semester 2)

Maintaining Good Standing

- Students must follow the GPS Behaviour Management Policy and not be involved in any major breaches.

Students must have Good standing to attend the following:

- Lunch Clubs
- Interschool Sports
- Maail's Good Standing events

(Top 100 will occur in Week 5 of every term and the Maail Good Standing event will be held in Week 10 of every term)

Regaining Good Standing

Students who have lost their Good Standing will need to follow the following process to regain their Good Standing;

- If the loss was due to Minor or Major Forms:** Demonstrate consistent, expected behaviour for up to 5 consecutive school days (Years PP-2) or 10 consecutive school days (Years 3-6).
- If the loss was due to a suspension:** Demonstrate consistent, expected behaviour for up to 10 consecutive school days (Years PP-2) or 15 consecutive school days (Years 3-6).

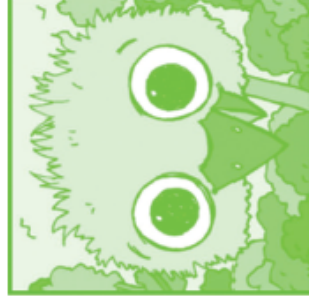
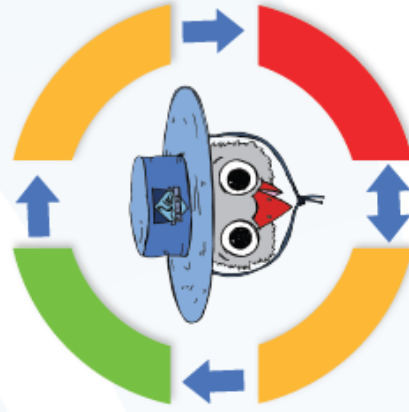
Once they have successfully completed the required number of days, they will move into the **Behaviour Reflection Period**. To fully regain their Good Standing, they must then continue to demonstrate expected behaviour for a period of 5 weeks.

Good Standing

Students following GPS Behaviour Management Policy.

Behaviour Reflection Period

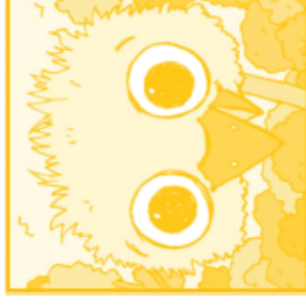
In order to move back to Good Standing, students must demonstrate expected behaviour for a 5 week period.



STATUS:

In Good Standing

Students are able to participate in school and interschool privileges, responsibilities and activities which are in addition to the regular learning program.

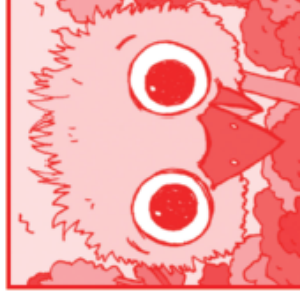


STATUS:

Behaviour Reflection Period

Students are at risk of not being able to participate in school and interschool privileges, responsibilities and activities which are in addition to the regular learning program.

3 or more Minor (green) forms
OR 1 Major (yellow) form



STATUS:

No Good Standing

Students will not be permitted to participate in school and interschool privileges, responsibilities and activities that are in addition to the regular learning program.

6 Minor (green) forms OR 2 Major (yellow) forms
OR a Suspension within a five week period

Where the safety and reputation of the school's students and staff is put into question, further discretion may be applied through a conference between the student, the teacher and administration.

BULLYING PREVENTION POLICY

1. RATIONALE

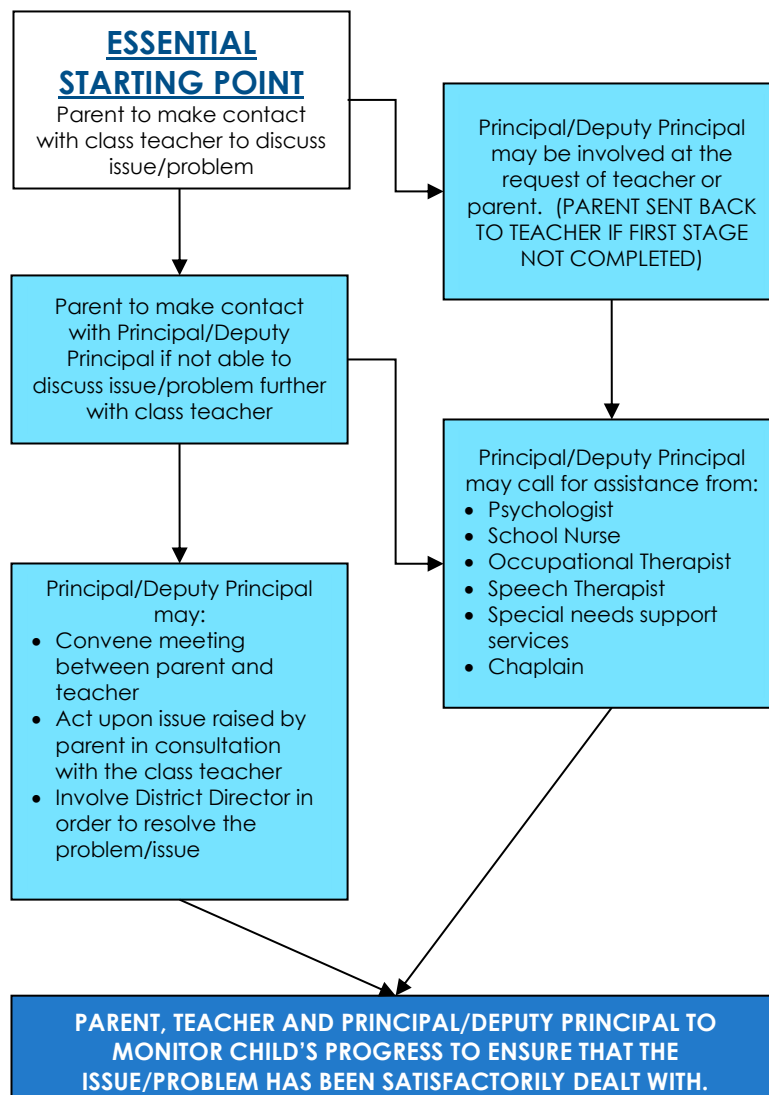
At Gosnells Primary School, each person is recognised as a unique individual bringing special qualities and gifts to share and so we all have a right to be respected and a responsibility to respect each other. Therefore, we do not accept bullying or harassment in any form. All members of our school community are committed to ensuring a safe and supportive environment which promotes personal growth and fosters positive self-esteem for all. We aim to maintain a setting in which everyone feels valued and respected and where individual differences are appreciated, understood and accepted both in the school environment and in cyber-space.

2. CONCERNS OF BULLYING

Despite Gosnells Primary School having low rates of reported bullying, we appreciate the need for a Bullying Prevention Policy. Please refer to the following link for more information:

<https://gosnellsp.s.wa.edu.au/our-school/policies-plans/>

PROCESS FOR CLASSROOM CONCERNS



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