



Positive Behaviour Support Policy and Procedures



Updated: January 2026

This policy outlines the strategies and procedures used at Mount Helena Primary School to ensure compliance with the 'WA Department of Education's Student Behaviour in Schools Policy and Procedures', updated July 2023. Outlined within this policy are guidelines based on the WA Positive Behaviour Support (WA PBS) program. Through this program we work collaboratively with staff, students, and the community to create positive learning environments.

Positive Behaviour Support

Mount Helena Primary School is a Positive Behaviour Support (PBS) School. PBS is a framework that is a research-based process proven to create safer and more effective schools. It is a prevention model, based on the premise that all students can benefit from well-implemented, evidence-based practices for improving student behaviour, increasing academic performance, improving safety, decreasing undesirable behaviour, and establishing a positive school culture.

Our Mission Statement

At Mount Helena Primary School, we work collaboratively with parents and the wider community to provide a respectful, nurturing and supportive environment for our students. We collectively model expected behaviours thus strengthening our teacher-student relationships. We aspire for personal excellence and provide opportunities for students to grow and engage academically, socially and emotionally.

Mount Helena Primary School Positive Behaviour Support (PBS) is guided by four core values;

We are Kind: Recognition of the differing needs and rights of individuals, through the promotion of an environment which is inclusive.

We are Respectful: We all have the right to feel safe and respected by others.

We are Responsible: Relationships are based on trust, mutual respect and the acceptance of responsibility.

We are Active Learners: A positive approach based on the belief that all students have the capacity to learn and deserve opportunities to experience success.

WA Positive Behaviour Support (WA PBS) is a key component of creating classrooms with high academic engagement through an integrated approach to behaviour, learning and teaching. We acknowledge that student behaviour impacts the teaching and learning process, curriculum delivery (including pedagogy), the physical environment and ultimately student outcomes. We acknowledge the influence of the home, social situation, cultural backgrounds, class, whole school community and wider community. The purpose of embedding school-wide PBS is to establish a climate in which expected behaviour is the standard.



Positive Behaviour Support Policy and Procedures



Continuum of Support

Tier 3 Intervention – Approx. 5% of students

Intensive practices and systems for students whose behaviours have been documented as not responsive at Tiers 1 and 2. Individualised to the specific needs and strengths of the student.

Approaches include:

- Check-in/check-out
- Individual Behaviour Plan

Tier 2 Intervention – Approx. 15% of students

Specialised practices and systems for students whose behaviours have been documented as not responsive at Tier 1. Generally provided in a standardised manner in small student groupings.

Approaches include:

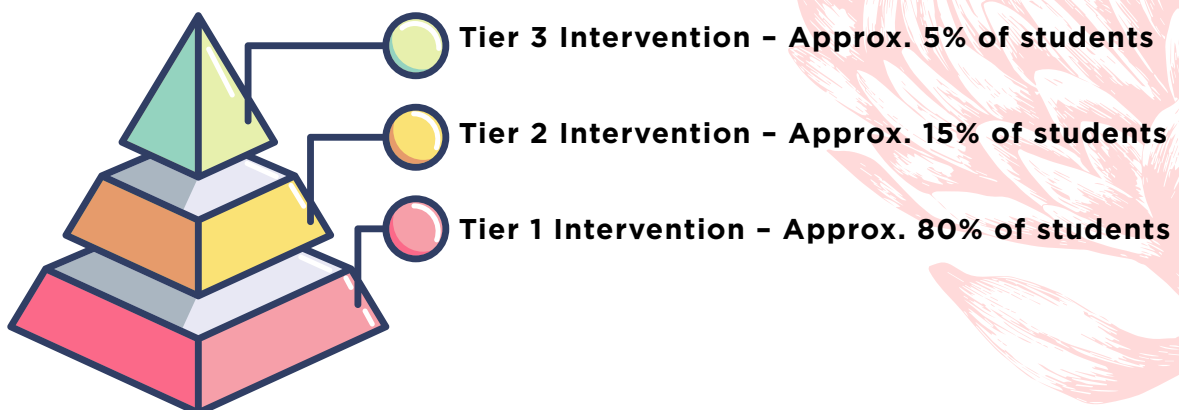
- Chaplain services
- Staying on track
- Zones of Regulations
- Informal contract

Tier 1 Intervention – Approx. 80% of students

Practices and systems for all students and staff implemented across all school settings. Students responsive to PBS Behaviour Matrix.

Approaches include:

- PBS expectations/matrix/weekly updates
- Modelling/explicit teaching of behaviours
- Challenges and Choices
- Classroom learning environments





Positive Behaviour Support Policy and Procedures



STUDENT BEHAVIOUR REFERRAL PROCESS

Whilst PBS provides a proactive approach to supporting positive behaviour, there is an inevitable need for consistent practices around unacceptable behaviours. This process supports the development of student understanding.

Please see Appendix A: Behaviour Management Process

The process for working through challenging behaviours includes;

Step 1: Use short and direct 'Low Key Responses', such as;

- o the look,
- o non-verbal,
- o the pause,
- o active scan, and
- o proximity.

Step 2: If the use of 'Low Key Responses' is not successful, 3 verbal warnings are given.

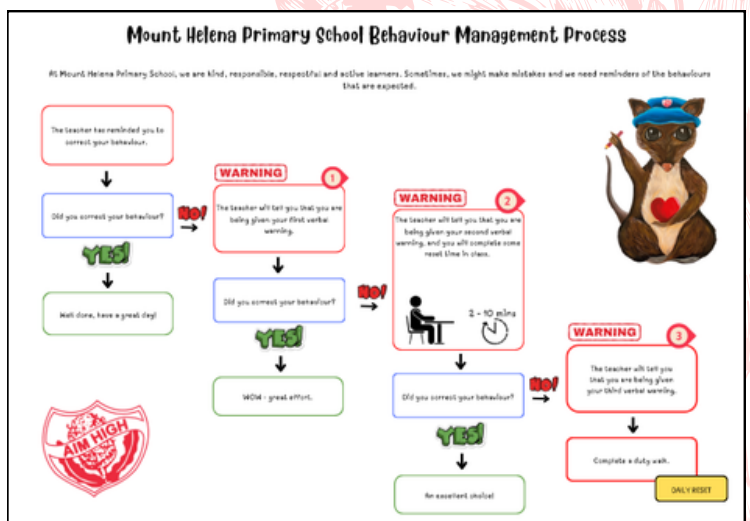
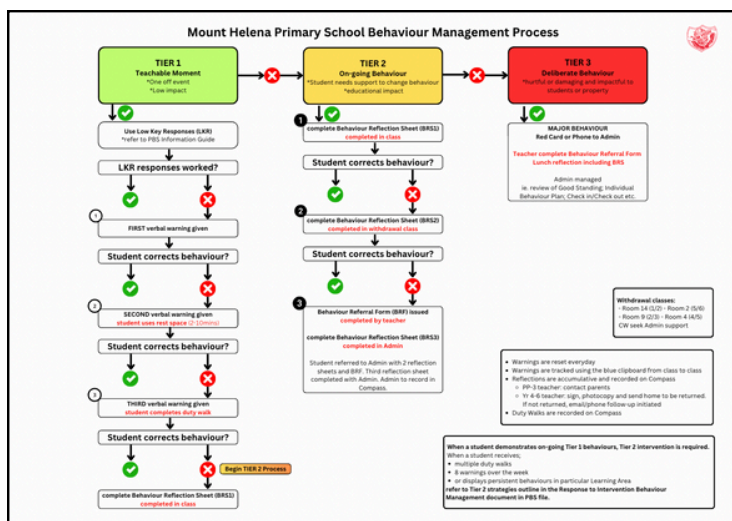
Step 3: If a student requires a 4th verbal warning, in the one day, they are then required to walk with the teacher during their duty time. During this 'walk' students are required to reflect on their behaviour and work towards a resolution with the teacher.

Step 4: If a student's behaviour still does not improve, they will be required to complete a Behaviour Reflection Sheet in class. Please note;

- There are two different reflection sheets - a Junior and a Senior.
- Parents will be informed if a student completes a reflection sheet.
 - o Junior students - teacher will make contact.
 - o Senior students - student will bring home a reflection sheet that is required to be signed and returned.

Step 5: If a student's behaviour requires further intervention, including the loss of 'Good Standing', parents will be contacted.

Refer to Appendix A and B for – Mount Helena Primary School Behaviour Management Process





Positive Behaviour Support Policy and Procedures







Behaviour Matrix

Each week students are provided with the opportunity to practice a focus behaviour expectation, selected from our school PBS Behaviour Expectation Matrix. To support this, weekly video updates are provided with staff demonstrating 'inappropriate' behaviours, and students demonstrating the expected behaviours. Students then engage in lessons and activities and collectively develop an understanding of how we can consistently demonstrate appropriate behaviours.

This Behaviour Matrix is a working model and updated according to staff, student, and community voice.

Updated September 2025

PBS Behaviour Expectation Matrix	Whole School	Playground	Classroom
	We use kind words and accept others We keep our hands, feet and body to ourselves	We encourage others to join in with our games We share equipment	We have a positive response to a greeting We value others' opinions We offer help to peers
	We listen to, and follow staff instructions promptly We return lost and found items to a staff member We speak respectfully to peers	We stay in designated areas We use equipment appropriately We talk to and treat all staff with the same respect We use appropriate language at school	We look after everyone's property We follow our "Learning Voices" poster for noise level during lessons We display good manners
	We keep our school clean We own our behaviours We keep our body clean We seek out ways to take initiative around 'our' school We wear our uniform with pride	We are equipped to solve problems appropriately We wear a hat, or play in a sun smart zone or under a verandah	We use classroom resources for what they are designed for (ruler for ruling) We take care of our stationery We practice being independent and doing things for ourselves
	We have a 'growth mindset' approach to learning We seek to extend our learning at school and home We are learning to be resilient when challenged We set and work towards goals	We practise our skills We lead by example	We strive for personal best We stay on task We seek help when we need it We follow our engagement norms when instructed.





Positive Behaviour Support Policy and Procedures



Positive reinforcement

Students are recognised for demonstrating the PBS values through receiving positive reinforcement and faction tokens. These tokens work towards a two-part recognition system. The two-part recognition system is as follows;

Recognition 1: Faction Tier Targets

Individual student faction tokens are collated and work towards whole of school Tier Targets. These targets are for the entire faction to work towards. Tier Targets are activities such as an 'Art and Technologies afternoon and wearing faction colour shirts'.

Recognition 2: Individual Incentive Targets

There are TWO different types of recognition that students are working towards;

- Level Recognition
- Value Wristbands

Level Recognition

Students receive;

- Certificate recognition at mini assembly,
- Administration email to family/caregiver,
- Recognition in Parent Newsletter, and
- Incentive, such as extra play, computer access, alternative seating.
- Level 1 recognition = 50 tokens, Level 2 recognition = 100 tokens, etc...

Students negotiate their incentive with the classroom teacher.

Value Wristbands

For 100 tokens for ONE value (accumulative over years), students receive;

- A value wristband
- Certificate at whole of school assembly
- All 4 wristbands = Mascot badge





Positive Behaviour Support Policy and Procedures



Good Standing

'Good Standing' is required to be implemented in line with the Department of Education guidelines and is a status all Mount Helena Primary School students are granted at the start of the year. Students with 'Good Standing' are eligible to participate in extra curricula activities including but not limited to excursions, incursions, camps, interschool sporting events and the Year 6 Graduation. Students are responsible for the choices they make on a daily basis which can impact academically and socially on them as individuals and / or on others at or when representing Mount Helena Primary School. It is the responsibility of each student to maintain their 'Good Standing'. Mount Helena Primary School's Good Standing Policy is aligned with our Positive Behaviour Support Values: We are Kind, We are Respectful, We are Responsible, We are Active Learners.

Loss of 'Good Standing':

A student's 'Good Standing' status will be withdrawn for the following reasons:

- involvement in a serious incident in the classroom or playground that requires immediate withdrawal to the office.
- displaying continual negative behaviours as reflected in the Mount Helena Primary School Behaviour Management Policy.
- serious negative behaviours which result in a suspension will receive immediate loss of Good Standing.

These behaviours must include, but are not limited to: starting a fight, making physical contact with the intention to harm, and/or bullying.

Parents/Caregivers of students 'at risk' of losing their Good Standing will receive a standardised letter stating this. Parents/Caregivers will be informed by the Principal or a Deputy Principal if their child loses 'Good Standing'. This will also be entered onto the Department of Education records.

Regaining 'Good Standing':

- Students may regain 'Good Standing' after 10 days (unless otherwise negotiated). However, during this time, students must have met measurable targets on their agreed behaviour improvements. This can include a 'Personal Goals Agreement' or 'Check-in, Check-out' form. Failure to do so may prevent them from regaining 'Good Standing' status.
- Parents will receive a standardised letter indicating whether their child has regained 'Good Standing' status.
- Once targets have been achieved, students will return to Tier 1 of the Behaviour Management Process, for a new beginning.

Parents/caregivers will receive written communication when their child's 'Good Standing' is reinstated.

Disclosure Information:

The Good Standing Policy is provided to maintain consistency in decision making processes. It is important to note that these are guidelines and that if there are extenuating circumstances that have resulted in the negative behaviours or the student has special needs, then these factors will be taken into account and **any decision to withdraw or maintain Good Standing will be at the discretion of the Principal.**



Positive Behaviour Support Policy and Procedures



Support Strategies

Students at risk of losing 'Good Standing' may require adjustments based on their needs to support with making positive choices.

These may include but are not limited to; 'Behaviour Reflection Sheet', 'Staying on Track' and 'Positive Behaviour tally'.

Reflection Practice - Behaviour Reflection sheets

To support students to understand their actions and behaviours, they are assisted to complete reflective practices. The end goal is for students to understand the impact of their negative behaviour on themselves and those around them.

Behaviour Reflection Sheets (BRS) are completed by students at the point of behaviour. To support with student academic abilities, there are two BRS, Junior (K-3) and Senior (4-6).

If a student is required to complete and BRS, parents will be notified in the following;

- Junior Students: Teacher will contact parents.
- Senior Students: Student will bring home their completed reflection, parents are required to sign this and it is returned to the class teacher.

Mount Helena Primary School Senior Reflection Sheet

Student Name: _____ Date: _____
 Year group: _____ Classroom: _____

The behaviour I demonstrated was: _____

The MHPS PBS value that I did not display was: _____

Two strategies I can use to help myself are:
 1. _____
 2. _____

Student Signature: _____
 Teacher Signature: _____
 Parent Signature: _____

Behaviour Form Issued

PBS Behaviour Expectation Matrix	Whole School	Playground	Classroom
	We accept differences in others. We are respectful.	We have our hands, feet and back to ourselves. We encourage others to join in and not grieve. We show respect.	We have a positive response to a partner. We encourage each other. We show respect.
	We follow the school rules. We are responsible for our actions.	We do not disrupt our partners. We respect each other. We show respect.	We do not disrupt our partners. We respect each other. We show respect.
	We listen to, and follow staff instructions. We are respectful to our partners.	We do not disrupt our partners. We respect each other. We show respect.	We do not disrupt our partners. We respect each other. We show respect.
	We are curious and follow staff instructions. We are respectful to our partners.	We do not disrupt our partners. We respect each other. We show respect.	We do not disrupt our partners. We respect each other. We show respect.

Mount Helena Primary School Junior Reflection Sheet

Student Name: _____ Date: _____
 Year group: _____ Classroom: _____

The behaviour I showed was: _____

The MHPS PBS value that I did not display was: _____

Next time I can: _____

Teacher Signature: _____
 Parent Signature: _____

Behaviour Form Issued

PBS Behaviour Expectation Matrix	Whole School	Playground	Classroom
	We accept differences in others. We are respectful.	We have our hands, feet and back to ourselves. We encourage others to join in and not grieve. We show respect.	We have a positive response to a partner. We encourage each other. We show respect.
	We follow the school rules. We are responsible for our actions.	We do not disrupt our partners. We respect each other. We show respect.	We do not disrupt our partners. We respect each other. We show respect.
	We listen to, and follow staff instructions. We are respectful to our partners.	We do not disrupt our partners. We respect each other. We show respect.	We do not disrupt our partners. We respect each other. We show respect.
	We are curious and follow staff instructions. We are respectful to our partners.	We do not disrupt our partners. We respect each other. We show respect.	We do not disrupt our partners. We respect each other. We show respect.

PBS Tally Card

Students who require extra positive reinforcement may be provided with a PBS Tally Card. Students are then provided with 'extra' reinforcement. Five tallies in the one value earns a Faction Token.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



Positive Behaviour Support Policy and Procedures



Staying on track

Prior to the loss of Good Standing, there are times when it is identified that students require support to demonstrate appropriate behaviours. Depending on the requirements of the individual, this may include a 'Staying on Track' plan, and/or a Behaviour Management Plan. Students work with Admin to identify focus behaviours, and a negotiated daily goal. When 80% success is achieved for the day, students are provided with the daily goal as incentive to continue this behaviour. This process is in consultation with the classroom teacher, parent/caregiver, and student.

Check-in, Check-out Process

The Check-in, Check-out focuses on the PBS values that the student requires additional support with. It is required that the student receive an 80% daily success rate for these behaviours for 10 consecutive days to gain back their 'Good Standing'. Students who do not have a Good Standing status will be unable to participate in whole school or classroom events or rewards. This plan is discussed with parents prior to implementation and copies of each day's progress is sent home with the child. Parent signatures are required each day to earn back Good Standing.

Personal Goals

Personal Goals focuses on the specific behaviours, related to the PBS Expectation Matrix, that the student requires additional support with. It is required that the student meets all targets for the week to get 'Good Standing' reinstated. This plan is discussed with parents prior to implementation and a copy is sent home for parent reference and support throughout the week.



Students Department of Education references:

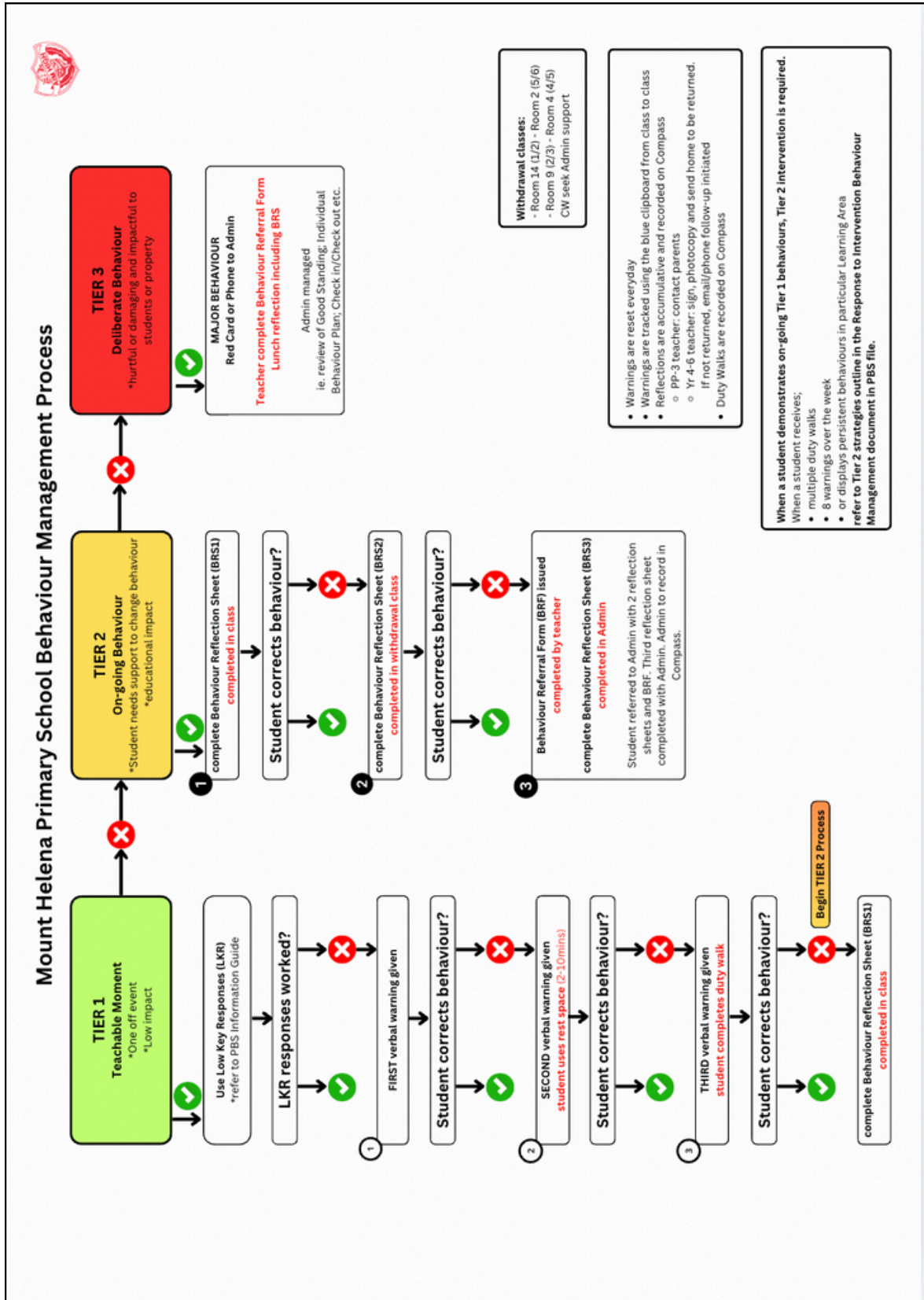
- Student Behaviour in Public Schools Policy. 17 July 2023
- Student Behaviour in Public Schools Procedures. 17 July 2023



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Appendix A: Mount Helena Primary School Behaviour Management Process





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Appendix B: Mount Helena Primary School Behaviour Management Process (student visual)

