



Floreat Park Primary School | An Independent Public School

Engagement and Behaviour Policy

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School Board
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**RATIONALE:**

The FPPS Behaviour and Engagement Policy outlines clear and consistent expectations, along with support structures for staff and families, to ensure every student is fully engaged in their educational and social-emotional development.

The objectives of this policy are to:

- Foster a positive and inclusive school culture
- Support a holistic approach to understanding student behaviour
- Encourage shared values among students, staff, families, and school leaders
- Clearly define and communicate expectations for acceptable behaviour
- Ensure consistent and fair responses to inappropriate behaviour
- Be accessible and easily understood by all key stakeholders
- Provide a structured, process-driven approach to resolving issues
- Promote inclusive behaviour change through self-regulation
- Align school practices with Department of Education policies and procedures

At Floreat Park Primary School, behaviour management is designed to be proactive, consistent, and centred on encouraging positive behaviours while effectively addressing disruptive ones. By setting clear expectations, offering appropriate support, and applying proven strategies, we aim to create a safe and respectful learning environment that is positive, inclusive, and conducive to student success.

BELIEFS:

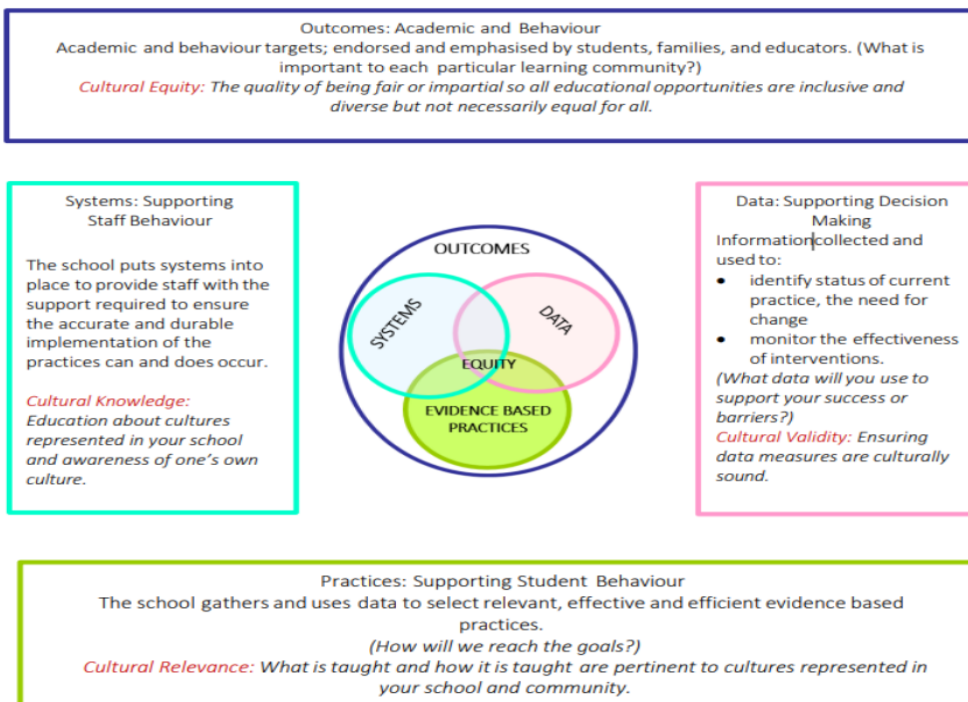
At Floreat Park Primary School, our approach to behaviour management is guided by the following key beliefs:

1. **Clear Expectations:** we teach, and model expected behaviours across all areas of the school. Students are acknowledged for displaying these behaviours and understand the associated expectations and consequences. They are supported to meet the expectations through videos, visuals displayed around the school, discussions and roleplays.
2. **Positive Reinforcement:** We regularly acknowledge and celebrate positive behaviour through praise, dojo/PBS points and school wide incentives. This helps build a culture of encouragement and respect.
3. **Fair and Consistent Consequences:** Inappropriate behaviour is addressed with fair and age-appropriate consequences. These are applied consistently to ensure students feel safe and understand boundaries.
4. **Structured Routines:** Clear classroom routines help students feel secure and reduce disruptions. Predictable structures support learning and positive behaviour.
5. **Active Engagement:** We use a variety of teaching strategies to keep students interested and involved. When students are engaged, they are more likely to behave positively.
6. **Conflict Resolution Skills:** Students are taught how to manage disagreements respectfully. We promote open communication, listening, and problem-solving to resolve issues peacefully.
7. **Restorative Practices:** We focus on repairing relationships and understanding the impact of actions. Students are encouraged to reflect and take responsibility in a supportive environment.
8. **Individual Support:** Some students require extra help. We work with families, support staff, and external services to create tailored plans that meet individual needs. The student services team manage referrals and monitor student wellbeing when required.
9. **Using Data to Guide Decisions:** We track and record behaviour patterns through our acknowledgement system, (dojo points and behaviour slips) to understand what's working and where extra support is needed. This helps us make informed decisions and improve outcomes.
10. **Ongoing Staff Development:** Our staff receive regular CMS (classroom management strategies) and ISE (Instructional Strategies for Engagement) training to stay up to date with effective behaviour strategies. We value learning and collaboration to strengthen our school community.

POSITIVE BEHAVIOUR SUPPORT:

Positive Behaviour Support (PBS) is an evidence-based program proven to help manage challenging behaviour in schools and other settings. It focuses on understanding why a behaviour is happening and finding positive ways to support the student.

It is a process that is individualised to meet the specific needs of each school. Five elements guide the systematic implementation of WAPBS – Outcomes, Equity, Data, Practices, and Systems.



At Floreat Park Primary School, the implementation of PBS is used to:

- **Support all students:** whether individually or across the whole school.
- **Promote respect and inclusion:** based on strong expected behaviours.
- **Understand behaviour:** we know that all behaviour has a purpose, and it's often a way for students to communicate a need or feeling.
- **Look at the bigger picture:** we consider the student's environment, relationships, and experiences.
- **Use proven strategies:** we follow clear steps to make sure our approach is consistent and effective.

**KEY FEATURES OF PBS: WHAT IT MEANS FOR OUR SCHOOL**

Implementation of PBS requires commitment by the whole school community, particularly from the principal and leadership group. It involves the following 8 essential features:

- **Shared Values and Language**
Using the same words and ideas when talking about behaviour. We treat learning good behaviour similar to learning maths or reading: it's something we teach regularly, clearly and consistently.
- **Strong Leadership and School Wide Support**
Our school leaders support PBS and help guide the process. A team of staff (committee) works together to plan, review, and improve our approach, with input from students, families, and the wider community.
- **Clear Defined Set of Expected Behaviours**
We focus on 4 key behaviours that are always expected. These are explained in simple, positive ways and displayed around the school to ensure everyone knows what's expected.
- **Teaching Behaviour Skills**
We embed procedures for teaching and practising expected behaviours: A school-wide plan is developed to ensure behavioural expectations are taught to all students by all staff.
- **Encouraging Positive Behaviour**
We acknowledge and provide recognition to celebrate when students show expected behaviours. This helps build a positive school culture where good behaviour is noticed and valued.
- **Responding to Inappropriate Behaviour**
We have clear steps for dealing with behaviour that doesn't meet expectations. These responses are fair, consistent, and help students learn better choices.
- **Using Data to Improve**
We keep track of behaviour patterns and use this information to make smart decisions. This helps us understand what's working and where we need to improve.
- **Supporting Staff with Good Practices**
Teachers are supported with training and tools to manage behaviour effectively in the classroom. This helps create calm, focused learning spaces for everyone.



FLOREAT PARK PRIMARY SCHOOL PBS MATRIX:

Staff, students and the school community have agreed upon the four school values of:

- Respect
- Kindness
- Responsibility
- Engagement

Examples of how these values are upheld in the classroom, outside the classroom and in the community are outlined in the following Behaviour Matrix. Posters of our Behaviour Matrix can be found in every classroom and in common areas. PBS at Floreat Park Primary School is represented by birds specific to our local area.

PBS Expected Behaviours

Respect

Kindness

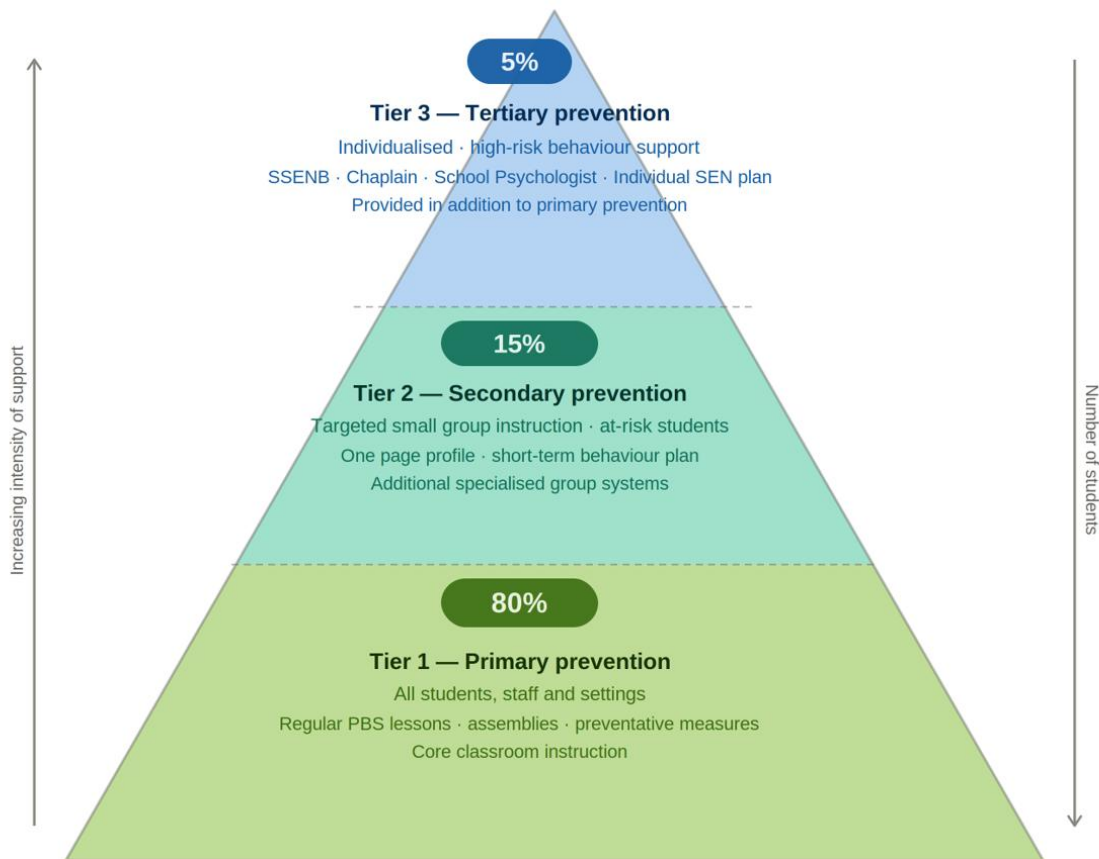
Responsibility

Engagement

	All the time	Learning time	Break time
Respect	<ul style="list-style-type: none"> • We respect other people’s personal space • We pick up rubbish if we see it • We use manners 	<ul style="list-style-type: none"> • We follow instructions the first time • We listen when others are speaking 	<ul style="list-style-type: none"> • We play in the right areas • We follow the rules of the game
Kindness	<ul style="list-style-type: none"> • We encourage others • We help each other • We value others’ differences • We speak kindly 	<ul style="list-style-type: none"> • We do our fair share 	<ul style="list-style-type: none"> • We share play equipment • We invite others to play
Responsibility	<ul style="list-style-type: none"> • We tell the truth • We follow school routines and procedures • We take care of our personal belongings 	<ul style="list-style-type: none"> • We work at the right noise level • We use our time efficiently • We ask for help when needed • We have the equipment we need ready to start 	<ul style="list-style-type: none"> • We walk safely on paths, concrete, and in hallways • We look after school equipment
Engagement	<ul style="list-style-type: none"> • We use mistakes as learning opportunities • We give everything a go 	<ul style="list-style-type: none"> • We stay focused on the task • We give our best effort • We cooperate on group tasks • We accept challenges 	<ul style="list-style-type: none"> • We work together to solve problems

RESPONSE TO INTERVENTION: THE MULTI-TIERED SYSTEM OF SUPPORT (MTSS) MODEL:

Positive Behaviour Support uses a tiered intervention framework which invests in:
 Primary prevention (Tier 1): supports for all students, staff and settings.
 Secondary prevention (Tier 2): additional specialised group systems for at-risk behaviour
 Tertiary prevention (Tier 3): specialised, individualised systems for students with high-risk behaviour, provided in addition to primary prevention.



Positive Behaviour Support — Tiered Intervention Framework

This work aligns with the Department of Education’s *Strategic Plan: Our plan for public education in Western Australia* (May 2026), particularly the strategic priority **Success for students through every stage of schooling** and the associated action to strengthen student wellbeing at school.

Strengthen student wellbeing at school

- Implement system-level initiatives that support school leaders and staff to embed whole-school approaches to student wellbeing
- Support schools to build safe, respectful learning environments, with clear guidance on managing student behaviour
- Refocus the School Psychology Service to work with school leaders, teachers and student services teams to design and embed whole-school approaches
- Support schools to implement evidence-based, system-endorsed social and emotional learning programs
- Streamline student wellbeing policies and procedures and broader best-practice guidance for schools

**CREATING SAFE AND POSITIVE LEARNING ENVIRONMENT:**

A positive learning environment is related to students' academic achievement and wellbeing. Students are more likely to be engaged when classroom and school learning spaces reflect effective use of learning time, positive teacher-student relations and disciplinary climates.

Teachers cater for neurodiversity through differentiation of tasks, visual timetables and when required, sensory adjustments. Classrooms are a celebration of student learning across the curriculum. Playgrounds are adequately supervised by staff to provide support and guidance to students as required. This can be to assist with the physical or social-emotional needs of our students. We strive to make the playground environment safe, aesthetic and inclusive to all needs and interests of students. Constant reviews of behavioural expectations and the types of activities provided by the school ensure that students are safe, engaged and supported in their social interactions.

Here's how we support this across our school:

- **Classroom Environments:** Visual supports and displays are familiar and linked to whole-school goals. Where possible, students help choose activities and displays to reflect their interests and learning.
- **Inclusive and Safe Spaces:** Classrooms are clean, tidy, and safe. Teachers make adjustments to support all learners, including those with sensory needs or different learning styles. Visual timetables and task variations help every student succeed.
- **Celebrating Learning:** Student work is proudly displayed across classrooms to celebrate achievements in all areas of the curriculum.
- **Playground Support:** Staff supervise playgrounds to help students with physical and emotional needs. We aim to make outdoor spaces safe, inclusive, and enjoyable for everyone. Lunchtime clubs are provided for those requiring an alternative or quieter space.
- **Ongoing Review:** We regularly review behaviour expectations and playground activities to make sure students are supported, engaged, and safe during play.



APPENDIX A: RESTORATIVE CONVERSATION REFLECTION: LOWER SCHOOL



Floreat Park Primary School Reflection

Name:

Teacher Today:

Date:

What happened? (circle your answer)

Where: Classroom

Specialist

Playground

Path or Corridor

When: During Class

Recess



Lunch

Walking to another class






Describe what happened

Words:	Drawing:
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How did this make others feel?

 Worried  Scared  Confused  Sad  Other _____

How were you feeling when it happened?

 Frustrated  Angry  Scared  Bored  Other _____

How are you feeling now?

 Sorry  Calm  Frustrated  Happy  Embarrassed  Other _____

What can I do differently next time?

Words:	Drawing:
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School Comment:	Admin Signature:
	Teacher Signature:
	Parent Signature:



APPENDIX B: RESTORATIVE CONVERSATION: UPPER SCHOOL



Floreat Park Primary School Reflection

Name: _____

Class: _____

Date: _____

Teacher Today: _____

Time: _____

What Happened

Where: _____

When: _____

Who: _____

Behaviour

When I was (where) _____ with (who) _____

during (when) _____ I was feeling _____

and I (behaviour) _____.

Who was affected by my behaviour? _____

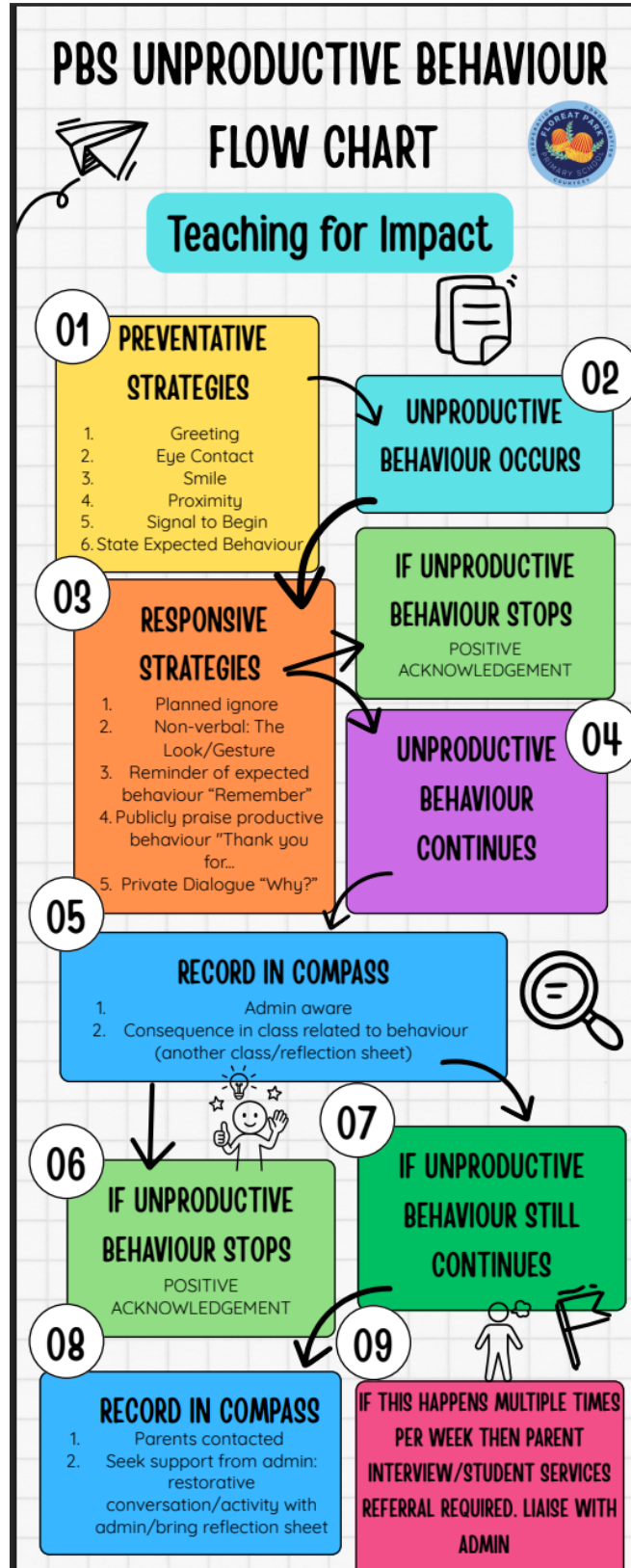
How might they be feeling? _____

What can I do differently next time? _____

What do I need to do now? _____

School Comment:	Admin Signature:
	Teacher Signature:
	Parent Signature:

APPENDIX C: PBS UNPRODUCTIVE BEHAVIOUR FLOWCHART:

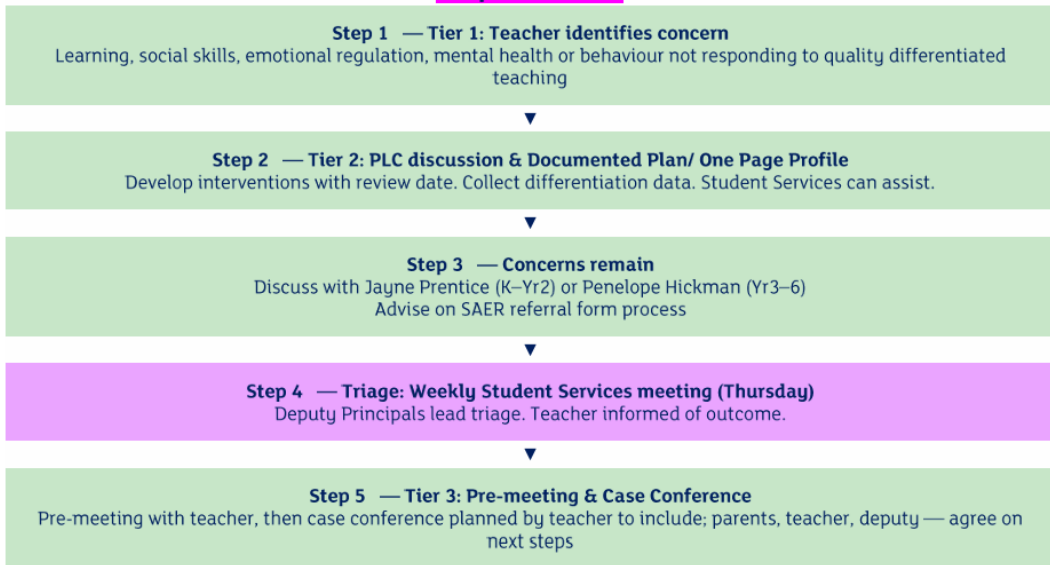




APPENDIX D: STUDENT SERVICES REFERRAL PROCESS:

 **Student Services Referral Process 2026**

Steps to follow



Support Staff Roles

<p>Deputy Principals: Jayne Prentice(K-2) Penelope Hickman (3-6) Lead weekly triage (Step 4) Prioritise referrals Inform teacher of outcome Step 4 gatekeepers</p>	<p>Wellbeing Coordinator Jessica Hallett (W,Th) SEN Planner Wellbeing Organisation: Lunchtime Connection groups Health Curriculum Coordinator Programs Coordinator</p>	<p>School Psychologist Jodie Bell (M,T,Th) Post-triage assessment Individual/ Teacher support Diagnostic support Consults at case conferences Gem garden supervision</p>
<p>Chaplain Esther (Th, F) Pastoral care and emotional support for students, families and staff at any point in the process Mentoring · Crisis support · Lunchtime connection groups — available alongside all tiers</p>		

⚠ If a child is at risk of harm to themselves or others
Do not follow the referral process — speak immediately with the Leadership Team.

The Summary

<p>Tier 1 Quality differentiated teaching in class</p>	<p>Tier 2 PLC + Documented Plan One Page Profile SAER referral if needed</p>	<p>Tier 3 Case conference to confirm steps for further support</p>
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*Quality Differentiated Teaching: personalised adjustments including additional teacher/EA support, task modification and outcome modification (adjusting content, process and product).