



Behaviour Management Policy

Banksia Park Primary School is committed to the values of Learning, Excellence, Equity and Care.

We aim to provide a positive environment in which each child is respected and his/her right to learn is encouraged and protected. The Behaviour Management Policy provides consistent, logical, clearly defined rules and consequences that are made familiar to all involved. This allows maximum effective teaching and learning can occur, along with the development of responsibility for personal behaviour.

Aims

- Create a positive and caring learning environment.
- To help students reach their full potential.
- To provide a physically and emotionally safe environment.
- To recognise and respect the rights and responsibilities of individuals.
- To encourage students to accept responsibility for their own behaviour.
- To ensure rules are applied consistently and fairly.

Our Core Values – Learning, Excellence, Equity and Care

Learning

Each child can achieve their full potential. We believe that:

- All students have the capacity to learn, and quality teaching is the key to learning achievement.
- A collaborative, whole school approach to curriculum is the best way to achieve positive learning outcomes.
- Sustainability and digital technology skills should be supported and embedded into our teaching and learning practices, developing 21st Century skills.
- A well-rounded education requires a focus on the whole child, incorporating academic, social, emotional, physical, and creative domains.

Excellence

We have high expectations of students and staff. We believe in:

- Implementing a whole school planning, teaching and assessment cycle to ensure quality, evidence-based data informs teaching practices and whole school decision making.
- Setting high expectations for staff and students in all areas of teaching and learning.
- Embracing innovative, evidence-based practices to enrich teaching and learning at our school.
- Celebrating the achievements of our students, staff and community.

Equity

We recognise the needs of all students as valued individuals and are dedicated to achieving the best outcome for all. We believe:

- An equitable school is one that respects the individuality of all children and adapts teaching to their different learning needs.
- In fostering positive relationships and partnerships that enable our school community to achieve the very best outcomes for everyone.
- In celebrating the rich environment of our culturally diverse school and community and allowing all voices to be heard.
- In following the professional standards in our staff code of conduct and ensuring students abide by the student code of conduct.

Care

Our relationships are based on trust, mutual respect and the recognition and acceptance of personal responsibility. We believe in:

- Providing a safe and supportive environment that is respectful, honest and friendly, and that instils a sense of pride in our school.
- Working in a collaborative manner in partnership with our community to make the most of individual strengths and to help every child maximise opportunities to achieve their full potential.
- Fostering clear and open lines of communication between parents, students and teachers to provide better outcomes for everyone.
- Ensuring that wellbeing is embedded in all we do.

In seeking to embed these values and achieve these aims, Banksia Park Primary School has:

- Outlined our agreed beliefs about how best to create a safe and inclusive learning environment that promotes positive behaviour through a **Restorative Approach**.
- Established a set of **Rights and Responsibilities** to protect the rights of the individual.
- Established clearly **defined rules** along with a clear set of consequences for individuals who do not accept their responsibilities, so that they are encouraged to recognise and respect the rights of others.
- Established the **Behaviour Management Flowchart** to ensure consistent procedures to support effective behaviour management and to resolve conflict in a calm and positive manner.



A Restorative Approach

At Banksia Park Primary School we believe in fostering a safe and inclusive environment that promotes positive behaviour, personal growth, and strong relationships among all members of our community. Our Behaviour Management philosophy is grounded in restorative practices, which prioritise accountability, empathy, and the opportunity for growth and healing.

Building Relationships

We recognize that positive relationships are at the core of effective behaviour management. We strive to build strong connections with and between our students, staff, and parents, fostering an atmosphere of trust and mutual respect. By nurturing relationships, we create a foundation that allows for open communication and collaboration in addressing and resolving conflicts.

Restorative Approaches

Rather than focusing solely on punitive measures or retribution, we embrace restorative approaches to behaviour management. Restorative practices emphasise repairing harm, restoring relationships, and promoting responsibility and accountability. When conflicts or incidents occur, we seek to address the needs of all parties involved and facilitate dialogue and understanding.

Empathy and Understanding

We believe in the power of empathy and understanding to promote positive behaviour change. We encourage all members of our community to develop an understanding of one another's perspectives and experiences. Through active listening, empathy, and non-judgmental attitudes, we create a supportive environment where individuals feel valued, heard, and understood.

Responsibility and Accountability

Restorative practices prioritise individual responsibility and accountability for one's actions. We encourage our students and staff to take ownership of their behaviour and the consequences that arise from it. By fostering a sense of personal responsibility, we empower individuals to make amends and learn from their mistakes, promoting personal growth and development.

Collaborative Problem-Solving

We believe in the power of collaborative problem-solving. When conflicts arise, we encourage all parties involved to engage in restorative conversations that seek to repair harm, rebuild relationships, and find resolution. Through restorative discussions, we provide a structured and safe space for dialogue, reflection, and collective input into decision-making.

Teaching Social and Emotional Skills

We recognize that social and emotional skills are essential for positive behaviour management. At Banksia Park our social-emotional learning program is supported by using Be You and Zones of Regulation. Our curriculum incorporates explicit instruction and modelling of social and emotional skills, such as self-awareness, self-regulation, empathy, and conflict resolution. By equipping our students with these skills, we empower them to navigate challenges, manage their emotions, and build positive relationships.

Continuous Learning and Growth

We believe that behaviour management is an ongoing process of learning and growth. We provide professional development opportunities for our staff to enhance their understanding of restorative practices and strengthen their skills facilitating effective behaviour management processes. Additionally, we encourage students to reflect on their behaviour, learn from their experiences, and strive for personal improvement. By embracing restorative practices, we aim to create a positive and inclusive learning environment. We believe that together, we can build a school community that values empathy, accountability, and the opportunity for healing and transformation to support all students to achieve their potential.

Rewards and Incentives

Rewards and incentives play an important role in motivating students and promoting positive behaviour. These are implemented at both the classroom and whole school level. It is important to ensure that rewards and incentives are fair, inclusive, and promote positive values. We regularly evaluate their effectiveness and adjust as necessary. Our processes aim to balance extrinsic rewards with intrinsic motivation by encouraging students to develop a genuine love for learning and responsibility for personal growth.

Classroom

- ✓ Encouragement and Praise. Encouragement should be the primary instrument of all positive reinforcement.
- ✓ Praise should be immediate and specific and should acknowledge the desired behaviour.
- ✓ Appropriate behaviour should be encouraged and rewarded.
- ✓ Every child should be given the opportunity to earn and receive acknowledgement of their worth and personal efforts.

Positive incentives should be earned and may include:

- | | |
|----------------------------|---------------------------------|
| • Verbal praise | • Whole class rewards |
| • Certificates | • Group incentives |
| • Classroom privileges | • Prizes |
| • Roles & responsibilities | • Points |
| • Stickers & stamps | • Raffle tickets /faction token |

Other encouragements designed to encourage positive behaviour such as being sent to the administration with examples of good work in recognition of achievement and effort are also included in our processes.

Whole School

- ✓ Faction tokens. Students can receive a token for positive behaviour and good work. Each token is worth one point to the student's faction. The winning faction at the end of each term will receive an icy pole. Faction tokens are also kept in the duty bags and can be distributed at the discretion of the duty teacher to reward positive playground behaviour.
- ✓ Golden Dustpan Award - Fortnightly award to classrooms for overall tidiness and general appearance.
- ✓ Merit Awards - These are announced at the fortnightly whole school assembly in even weeks. Two awards per class are recommended.
- ✓ Parents of the Merit Certificate receivers are advised and invited to the fortnightly assembly and student's first names will be published in the newsletter fortnightly.
- ✓ Assemblies and events with the whole school community.
- ✓ Birthday acknowledgement in class and at assemblies.
- ✓ Excursions/incursions and other school special events such as annual school discos and the Colour Run.
- ✓ Parent open night annually.



Rights and Responsibilities

| Students have the RIGHT to: | Students have the RESPONSIBILITY to: |
|--|--|
| <ul style="list-style-type: none"> ✓ Learn in a purposeful and supportive environment without being disrupted. ✓ Be treated with courtesy, respect and honesty. ✓ Work and play in a safe, friendly and clean environment. ✓ Achieve their educational potential. | <ul style="list-style-type: none"> ✓ Work without disturbing others. ✓ always be cooperative and considerate of others. ✓ Behave in a way that protects the safety and wellbeing of self and others. ✓ Care for our school grounds and property. ✓ Establish positive relationships with others. ✓ Do their best in all school activities. |
| Staff have the RIGHT to: | Staff have the RESPONSIBILITY to: |
| <ul style="list-style-type: none"> ✓ Be treated with respect, courtesy and honesty. ✓ Teach in a safe, friendly and clean environment. ✓ Teach and learn in a purposeful and non-disruptive environment. ✓ Cooperation and support from colleagues and parents. | <ul style="list-style-type: none"> ✓ Model respectful, courteous and honest behaviour. ✓ Ensure that the school environment is kept neat, tidy and secure. ✓ Establish good student relationships and a positive classroom atmosphere ✓ Ensure that all children are given the opportunity to earn and receive acknowledgement of their worth ✓ Communicate behaviour expectations to all stakeholders ✓ Consistently apply the school's behaviour management policy ✓ Report student progress to parents. ✓ Establish positive relationships with the school community. |
| Parents have the RIGHT to: | Parents have the RESPONSIBILITY to: |
| <ul style="list-style-type: none"> ✓ Be informed of behaviour management procedures, and decisions affecting their child's health and welfare. ✓ Be informed of their child's progress. ✓ Access a meaningful and appropriate education for their child. ✓ Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education. | <ul style="list-style-type: none"> ✓ Ensure that the physical and emotional condition of their child is at an optimum for effective learning. ✓ Support their child's progress with regular contact with the classroom teacher. ✓ Work in cooperation with the school staff. ✓ Ensure that their child's attendance is punctual and regular. ✓ Ensure that their child is provided with appropriate materials to make effective use of the learning environment. ✓ Support the school in providing a meaningful and appropriate education for their child. |

Banksia Park School Rules

Student Compliance

- Students must follow the instructions of ALL staff.

School Uniform

- Students are to dress in accordance with the School Uniform Policy including the wearing of hats outdoors throughout the year.
- *No Hat, No Play in the Sun* rule is in place all year. Students with no hat should be directed to play in shaded areas only.

Play Areas

- Students are to play in the designated play areas.
- Students are not to play in bush surroundings and garden beds.
- Students are to eat their lunches in the designated area except in the event of a wet weather break. At such times students will eat in the Pre-primary undercover area or the Canteen undercover area.
- Food purchased at the canteen must be eaten in one of the 3 designated eating areas.
- Students should ensure all litter is placed in bins.
- Students are NOT to enter classrooms, wet areas or buildings without permission.

The following areas are OUT OF BOUNDS to all students:

- Gardener's Shed
- Staff car park
- Bush surroundings
- Past the bike racks
- Behind the building/bush space outside Area 7 & 8 and near road verges.

Before School

- Students arriving before 8.30am are to sit in the canteen under cover area.
- No ball games are to be played before or after school.
- Students are not permitted to use playground equipment before or after school.

Leaving the School Grounds

- Parent/guardians collecting students during school hours must sign students out through the office prior to collecting students from the classroom. This must be authorised by an Admin member or Office staff who will update attendance. An 'Early Pickup pass must be provided.

Late Arrivals

- Students should arrive at school in time for the school siren by 8.50am. Late arrivals must go to the office and collect a 'late arrival' yellow slip from office staff before going to their classroom for the day. Office staff will update attendance.

Bicycles and Scooters

- Students bringing bicycles and scooters to school must place bicycles in designated racks and walk on paths to enter and leave the school.
- Students have responsibility and should ensure the safety and security of their own bicycle/scooter, wear an approved safety helmet and abide road safety rules.
- Riding of bicycles, scooters, skateboards or rollerblades on school grounds is not permitted.
- Students are not permitted to go to the bike racks during school time.

Unacceptable Behaviour

The following behaviours are NOT acceptable at our school.

- Interfering with the property or possessions of others.
- Obscene language, swearing or spitting.
- Verbal or physical abuse of others, harassment or fighting.
- Throwing objects that may harm people or property.

- Splashing, squirting or wetting others.
- Rough or dangerous play/games.
- Running on paved areas.
- Bullying, intimidation, teasing or targeted isolation of others.
- Behaviour that interferes with the right of other students to learn.
- Use of items NOT permitted.

Items NOT Permitted

- Knives or weapons of any kind.
- The use or possession of alcohol, tobacco, vape, illegal drugs/substances.
- Mobile phones/smart watches are not permitted to be used at school. Where a phone or other smart device is brought to school it must be switched to "flight mode".
- Chewing gum.
- Electronic games or any toys from home



Behaviour Management Process (BMP)

The BMP should be followed when responding to inappropriate behaviour. Admin support using a **YELLOW** or **RED** alert card should be sought when reaching Step 4 OR immediately if responding to major behaviours.

YELLOW card = Non-urgent support required

RED card - Urgent support required

MINOR BEHAVIOURS

(Use the steps in BMP flowchart)

- Disrupting the learning of others
- Non-compliant
- Minor physical contact
- Minor verbal
- Answering back
- Work avoidance
- Technology/resource misuse
- Cheating/integrity
- Out of area/seat

MAJOR BEHAVIOURS

(Seek admin support straight away)

- Verbal abuse/swearing
- Physical assault
- Intimidation
- Bullying
- Spitting or biting
- Discrimination
- Leaving school grounds
- Property damage
- Inappropriate use of technology
- Self-harm

INDIVIDUAL BEHAVIOUR PLAN (IBP)

An Individual Behaviour Plan (IBP) may replace the whole school Behaviour Management process.

BMP FLOWCHART

STEP 1: 1ST WARNING

- Rule reminder
 - Redirection
 - De-escalation
 - Distraction
 - Positive reinforcement
 - Allow take up time
- _or other restorative behaviour strategy.

STEP 2: 2ND WARNING

- Rule reminder (prompt + redirect)
- Behaviour record
- Positively reinforce compliance (relationship restoration)
- Allow take up time
- Consequence reminder.

STEP 3: CONSEQUENCE

- Time out (in sight of teacher)
- 5,10 or 15 mins
- Reflection sheet (optional)
- Behaviour record.

STEP 4: ADMIN SUPPORT

- Consequence results in loss of playground privileges. Complete a behaviour slip and send to admin OR.
- Send a **YELLOW** or **RED** card and Admin will attend.

Alert Cards

Alert cards are provided for all locations throughout the school and are used by any staff member in need of assistance, *for any reason*, including for support as part of the school Behaviour Management Policy.

Yellow Card – This is sent to the office when **non-urgent** assistance is required. Admin staff will attend as soon as possible.

Red Card – This is sent to the office when **urgent** assistance is required. Admin staff will attend **immediately**.

Individual Behaviour Plans (IBP)

Individual Behaviour Plans are established when a student requires additional support to modify a behaviour of concern. This refers to any behaviour that is considered challenging, complex or unsafe towards other students and themselves or their environment; that requires more persistent or intensive responses.

An IBP makes clear the behavioural issues being addressed, the desired outcomes and the strategies to be used to support positive behaviour choices. Admin and parents/carers are engaged in an ongoing consultation process when behaviour management issues are encountered, and a documented plan is developed.

Bullying Prevention

Banksia Park Primary School is committed to providing a safe, supportive and caring environment where everyone is valued and respected. Closely linked to this are the rights and responsibilities expected at this school and the strategies implemented for achieving a supportive school culture.

Banksia Park is a '**Bullying – No Way**' school.

Bullying Prevention

Bullying prevention is a fundamental aspect of our Behaviour Management Policy aimed at creating a healthy and inclusive environment. We are committed to fostering respect, empathy, and positive interactions among all members of our school community. This includes our ongoing, proactive efforts, to eliminate the occurrence of bullying behaviours that can cause emotional, psychological, and physical harm.

Definition of Bullying

Bullying refers to an ongoing misuse of power in relationships through repeated verbal, physical, social, and/or online or bystander behaviour with the **intent** to

- hurt,
- intimidate, or
- harm another individual physically, emotionally, or psychologically.

Promoting Awareness and Education: We integrate bullying prevention education into our curriculum, teaching students about the different forms of bullying, its impact, and the importance of treating others with kindness and respect. We are a 'Bullying – No Way' school and actively incorporate learning resources and practical support in a proactive approach to bullying prevention.

Creating a Supportive Environment: Our school ensures that students feel safe in responding and reporting bullying incidents to any trusted staff member. We encourage communication and practical responses when bullying is identified.

Reporting and Response: We are committed to helping individuals recognise the signs of bullying and its harmful impact, empowering them to speak up and seek assistance. Students, parents, and staff members are encouraged to report suspected bullying promptly. Appropriate actions will be taken to address the situation, which may include counselling, mediation, and other interventions aimed at changing behaviour.

Support for All Individuals: We provide support not only to students who are bullied but also to students who engage in bullying behaviour. We aim to address the underlying causes, educate, and guide students toward positive behavioural changes embedded in a restorative approach to behaviour management.

Prevention Programs: Regular bullying prevention programs, lessons, and awareness campaigns foster a deeper understanding of bullying, empathy, and conflict resolution skills on an ongoing basis. Through open communication, teaching conflict resolution skills, protective behaviours and implementing clear reporting processes, we empower everyone to take a stand against bullying.

Parent and Guardian Involvement: We work closely with parents and guardians to co-design bullying prevention efforts in a collaborative process aimed at building a school culture of positive behaviour. This is characterised by respect for culture and responsive to the diverse needs, backgrounds, experiences and knowledge of all students and their families.

Consequences: Through a restorative approach any disciplinary actions for bullying behaviours are designed to be fair and consistent and ultimately focused on **change** through education about the impact of their actions and fostering personal responsibility.

Continuous Evaluation: Our bullying prevention policy is regularly reviewed and updated to incorporate best practices, address emerging challenges, and ensure ongoing effectiveness.

Good Standing

The **Good Standing** strategy is part of our school's Behaviour Management Policy and is one of the ways Banksia Park Primary School encourages our students to consistently demonstrate respect for the values and rules at our school.

A **Good Standing** activity is an event, privilege, or special opportunity that students can participate in when they consistently demonstrate positive behaviour and meet the school's expectations.

These activities are designed to:

- Recognise and reward responsible, respectful, and safe behaviour
- Encourage students to maintain positive conduct throughout the term or year
- Promote a strong sense of community and school pride

In essence, Good Standing activities are a way of acknowledging and reinforcing positive behaviour while helping students understand that privileges are earned through responsible choices.

Good Standing Activities and Roles

The following are some examples of Good Standing activities, not an exhaustive list.

- Year 6 Camp
- Year 6 Graduation Dinner
- Student Leadership roles (**see further explanation below)
- Choir
- Interschool Sports
- Art – Talented and Gifted
- Term Reward Days
- Identified classroom activities or rewards as part of a class Behaviour Management Plan
- Incursions and excursions

Please note: Incursions and excursions are generally part of the curriculum and will not usually be classified as Good Standing activities, unless otherwise specified and clearly communicated to staff, parents, and students prior to the event.

Good Standing Status

All students are automatically granted Good Standing status at the start of the school year and at the start of each term. To maintain this status, students must always comply with school rules.

A student's Good Standing status will be removed:

- following three behaviour incidents (detentions/withdrawal/loss of privilege) recorded using Compass Points accumulated across the year. (-3) points will trigger the loss of Good Standing status.
- following suspension
- at the Principal's discretion.

Loss of Status and Regaining Good Standing

Students who lose their Good Standing status will lose the right to identified Good Standing activities/roles until such times as their Good Standing status is regained.

Good Standing status is regained when a student demonstrates appropriate classroom and playground behaviours and makes responsible choices for **five consecutive school days**. Please note that the five days must be **days of attendance**. Days when the student is absent from school do **not** count towards the five-day requirement.

Successful completion of these five consecutive attended school days will result in the student's Good Standing status being reinstated. Good Standing status is automatically reinstated at the beginning of each school term.

Where there is more than one loss of Good Standing in a calendar year, this period may be extended beyond five days.

Communication

On the loss of Good Standing status students and parent/caregivers will be informed.

Student Leadership and Good Standing

**The first time a Student Councilor or Faction Captain loses their Good Standing status, they will lose their badge and their right to represent the school until their Good Standing status is reinstated.

**Should this occur a second time the right to represent the school as a Student Councilor or Faction Captain will be removed for the remainder of the year.

This also applies to all other or any new leadership roles introduced throughout the year. Where Good Standing is lost because of suspension, the student leader will lose their right to represent the school immediately.

Principal's Discretion

These guidelines are provided to maintain consistency and transparency in our decision-making processes. It is important to emphasise that individual circumstances may take precedence and override these guidelines at the Principal's discretion. The Principal may choose to maintain or remove a student's Good Standing status or a student's leadership privileges on a case by case basis, taking into consideration mitigating factors such as:

- Extenuating circumstances that have resulted in the negative behaviour(s)
- A student's special needs
- A student's personal circumstances
- There is a significant period of positive behaviour prior or since the negative behaviour
- Other related circumstances deemed appropriate by the Administration.