



BEHAVIOUR POLICY

KAATDIJIN BIDI: PATHWAYS TO LEARNING

Purpose:

To ensure every student can learn in a safe, predictable, inclusive and culturally responsive environment through a whole-school Multi-Tiered System of Support (MTSS). We teach, prompt and reinforce positive behaviour and respond restoratively and respectfully when behaviour affects safety or learning.

Our Beliefs:

- Every child matters; each moment counts; everyone belongs.
- Behaviour is learnt and can be explicitly taught, practised and reinforced.
- Relationships, regulation and restoration underpin behaviour change.
- Staff model calm, predictable, culturally responsive and trauma-informed practice.

Scope:

Applies to all students, staff, parents/carers, contractors and visitors across all school contexts.

Creating a Positive School Culture

Positive Behaviour Support (PBS):

PBS helps improve student learning and behaviour by ensuring all students have access to the most effective, evidence-based practices and supports.

PBS guides our schools in choosing and implementing strategies that improve academic and behavioural outcomes for every student. It provides a continuum of support for staff and students, with clear expectations and data used at each level to decide what practices will best support learning and positive behaviour.

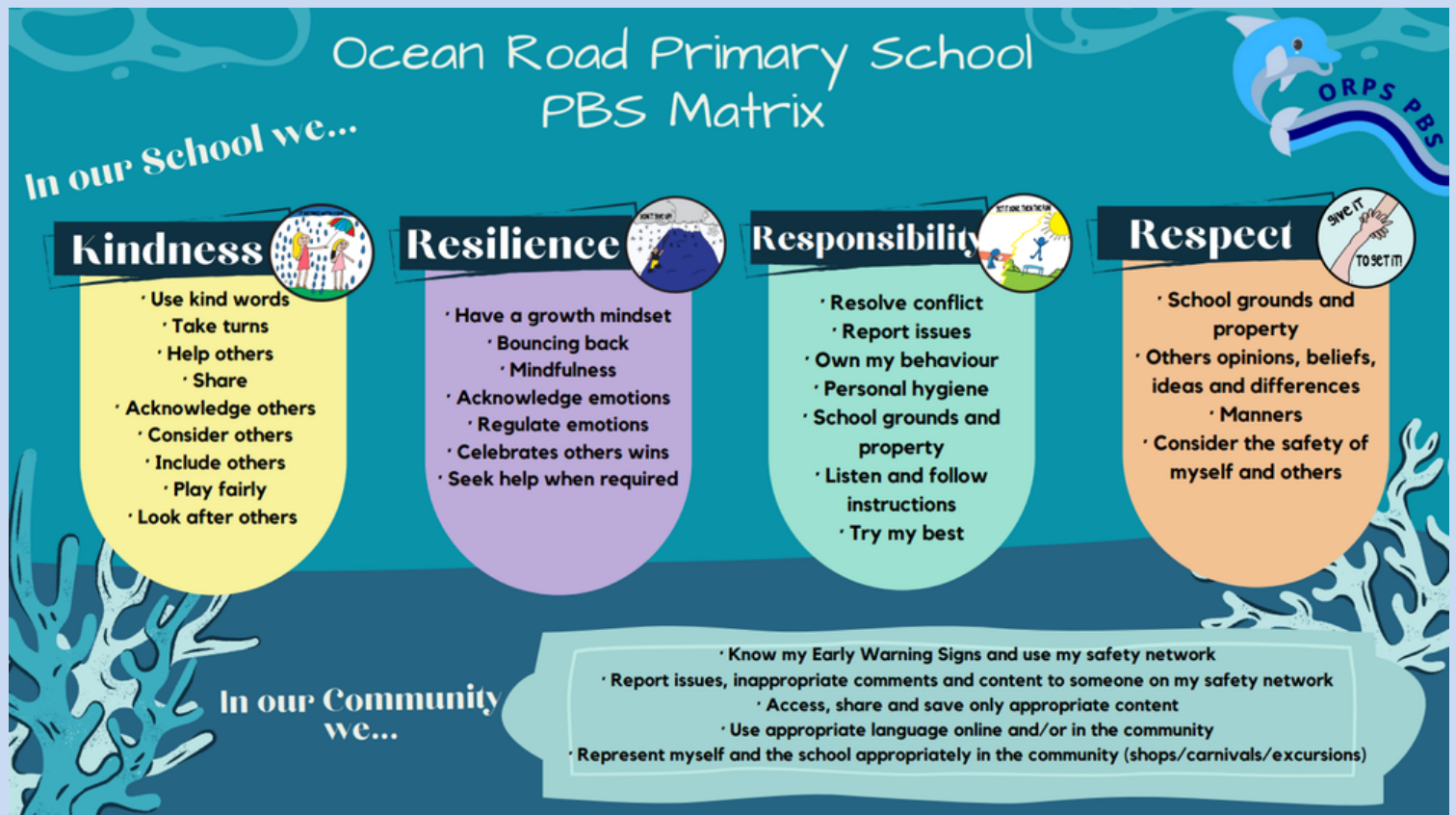
As a PBS school, we focus on creating a calm, consistent and predictable environment where students know what is expected and how to be successful.

We use whole school structures including clear expectations, predictable routines, shared staff understanding and tiered support to ensure behaviour is taught, practised and reinforced in all areas of the school. Together, these practices help us build a strong, connected school culture where every student can thrive.



Good Standing:

All students begin the year with Good Standing. This status recognises students who consistently demonstrate the school's core values of Respect, Responsibility, Resilience, and Kindness and encourages them to make positive behaviour choices.



Students work towards individual rewards by earning tokens. They may also participate in block rewards, Pizza with the Principal, excursions and incursions, as well as camps, discos, carnivals and interschool events.

Creating a Positive School Culture

Real Schools

Our partnership with Real Schools has helped us create and strengthen a restorative culture together. We repair harm, restore relationships, and support students to take responsibility for their actions while building strong connections across our whole school community.



Language:

Language shapes our school culture, so staff choosing their words carefully makes a big difference. When we pay attention to how we speak and how students communicate, we help build empathy, creativity, and positive relationships.

- Affective Statements let adults clearly explain how a child's behaviour makes them feel using simple "I feel..." messages. This helps students develop empathy and understand how their actions affect others at home and school.
- Priming Language uses positive, encouraging words to guide children toward better behaviour. When we replace negative commands with supportive statements, students are more likely to do what is expected.
- Stored Responses help us stay calm by using our thinking brain instead of reacting emotionally. Practising these responses ahead of time helps us stay focused and handle unexpected situations more constructively.
- Stakeholder protection means building respectful relationships so staff, students, and parents all feel safe and supported. This creates a caring school culture where everyone feels heard and valued.

Conduct:

We focus on conduct as an important part of our restorative approach.

- When conflict occurs, which we recognise as a normal and healthy part of relationships, we respond in a consistent way using a clear past, present and future method. We also use affective interactions to help students understand how their behaviour affects others, supporting them to reflect, repair and rebuild relationships.
- We also use circle architecture in our classrooms for many purposes, such as checking in, preparing, responding and learning. These circles help every process feel like a shared group effort and strengthen the way we work together as a community.



Mindset:

We focus on a mindset that moves away from seeing students as problems to be managed and instead aims for success together, understanding that not everything will work every time and that the process matters most. We use our authority through calm, consistent practice rather than power, apply fair consequences when needed, and create an environment that helps prevent behaviours that may cause harm.

Multi-Tiered System of Support

Our policies and procedures are embedded within a Multi-Tiered System of Support (MTSS), which provides levels of help to meet the academic, social and behavioural needs of all students. This approach ensures every student gets the right support at the right time through consistent, school-wide systems.

Tier 1 (Universal)

Universal Support Systems (80%)
Supports promote positive behaviour and maintain safe, respectful learning environments using preventative, whole-school systems.

Teaching Expectations & Social-Emotional Learning

- PBS: Explicit teaching of expected behaviours, routines, transitions and fortnightly focus
- Real Schools: Language, Conduct and Mindset
- Good Standing
- Teaching emotional regulation strategies using trauma-informed practices. (Be You, Open Parachute, Zones of Regulation, Protective Behaviours, Mindfulness)
- Whole School Assessment Schedules and data collection

Relationships, Environment & Wellbeing

- Development of positive relationships between student, teacher and caregiver
- Establish predictable environments and proactive supervision
- Calm down spaces in all classrooms, brain/sensory breaks
- Utilise student voice
- Regulate, relate, reason
- Crunch and Sip and Breakfast Club
- Assemblies
- Culturally responsive, AEIO support
- Mental Health in Schools Coordinator
- School Health Nurse

Positive Reinforcement & Recognition

- Immediate verbal feedback for positive behaviours
- Affective Language, Priming Language
- PBS rewards
- Honour Certificates

Preventative & Low-Key Behaviour Support

- Fair, consistent language across all settings
- Low-key responses, CMS/IS
- Restorative Practices
- Programs and initiatives implemented with fidelity
- Executive Meetings, PLCs and Expert Team
- Focus on raising community awareness of school expectations
- Circle Architecture: Check-In, Check-Out, Preparation, Response and Learning Circles

Universal Initiatives

- Stakeholder Protection, Championing Children
- ORPS All Black Principles
- School Improvement/Operational Planning
- Mandated professional learning

Tier 2 (Targeted)

Targeted Support Systems (15%)
Supports students displayed repeated behaviours or behaviours of concern.

Targeted Intervention

- Individual or small-group support using Tier 1 programs
- Visual supports and prompts
- Regulation spaces (targeted use)
- Social stories
- Individual/visual schedules
- Sensory tools
- Story Dogs

Individualised Plans & Adjustments

- Documented Plans developed with parents/carers/external agency involvement
- Regular monitoring and adjustments as needed
- Differentiated activity, modified timetable
- Individual Education Plan (IEP)

Behaviour Support & Reinforcement Systems

- Personal reward charts within school or at home rewards
- Literacy/Numeracy Stars
- Pizza with the Principal
- Specific seating arrangements within classrooms
- Agreed individual movement breaks
- Forced Menu Choices
- P3P3F3 formal agreements

Targeted Staff & School Support

- School-based support: EA / SNEA / Chaplain
- Referral to the Learning Support Coordinator (LSC)
- Inclusion in school-based programs: SGT, G.R.I.T, Drumbeat, Seasons for Growth
- CDS referral (Child Development Service)

Parent/Carer Collaboration

- Parent involvement/meetings

Tier 3 (Intensive)

Intensive Support Systems (5%)
Support for students with complex needs.

Individualised Supports

- Individual Documented Plan based on the function of behaviour (FBA if necessary)
- Case Management / Support Plan
- Follow ORPS Managing Student Behaviour Flowchart

High-Level Risk, Safety & Behaviour Response

- Restrictive practices used only for safety (Team Teach)
- Suspension
- Record serious incidents OINS

Intensive Multi-Agency Support

- Case management with families and external agencies
- School Psychologist referral
- Gatekeeper support (suicide prevention / high-risk mental health triage)
- Admin requests support from Statewide services

Responding to Unproductive Behaviours

Behaviour Response Continuum

We use this continuum to respond to unproductive behaviours. All students are informed of this process.

Reminder	simple cues to expected behaviour
Redirection (Time-In)	reteach, regulate, reconnect
Reset (Relocation)	timed move to a planned space; brief restorative check-in on return
Reflection Room	documented reflection, reteaching, family notification
Executive Referral	leadership response, behaviour/safety planning, or re-entry processes

Managing Student Behaviour

We follow the school's Managing Student Behaviour phases, outlining adult co-regulation strategies to reduce emotional and environmental stress. Co-regulation is the process of calming and supporting a distressed student through supportive adult interactions.

Baseline	Teach and practise skills for managing emotional and physical responses
Triggering Event	Manage triggers to support return to baseline
Escalation Phase	Ensure the student feels safe to support de-escalation
Outburst Crisis	Manage and respond to risk
De-escalation	Continue to co-regulate emotional and physical responses
Recovery	Support student to return to routine

Restrictive practices (e.g., physical restraint) are minimised and used only when necessary to maintain safety. Assigned staff are Team Teach trained. Post-incident processes include debrief, relationship repair, updating plans and required documentation.

Loss of Good Standing

Students may lose Good Standing if they are suspended, receive three Reflection Room entries, three office referrals or three playground referrals, or if they are involved in one incident of cyberbullying or ongoing bullying. A loss of Good Standing is a formal sanction for a serious breach of discipline, but students will continue to receive appropriate supervision and education. Students who are close to losing their Good Standing first receive class-based interventions from their teacher, and parents are contacted to discuss concerns. If a student loses their Good Standing for the first time, a restorative plan is developed with the Deputy Principal, a letter is sent home, and the student completes a ten-day Good Standing Card. A second loss of Good Standing within the same term results in a case conference with the student, parent, teacher and Deputy Principal, where the previous plan is reviewed and a new one is created, followed by another ten-day Good Standing Card. A third loss of Good Standing in the same term leads to a case conference with the Student Services Team and the development of an intervention plan, which may include support from outside agencies.

Behaviour Guidelines

Inclusion, Equity & Adjustments

Decisions are made with consideration for the whole child, ensuring responses support their developmental, emotional and individual needs. Students with disability receive reasonable adjustments, planned with families. Punitive responses are not applied to behaviour that is a manifestation of disability. Cultural responsiveness guides our practice. Behaviour data is regularly reviewed to ensure responses are fair for all students.

Withdrawal, Suspension & Re-entry

Suspension and withdrawal are used only when required to maintain safety or learning. Re-entry focuses on restoring relationships, supporting success and reviewing required adjustments. Decisions consider the function of behaviour, disability, safety and fairness.

Suspension of a student must be for breaches that fall into the following categories.

- Physical aggression toward staff
- Abuse, threats, harassment or intimidation of staff
- Physical aggression toward students
- Abuse, threats, harassment or intimidation of students
- Damage to or theft of property
- Violation of the school's code of conduct or school or classroom rules
- Possession, use or supply of substances with restricted sale
- Possession, use or supply of illegal substance(s) or objects
- Other - individual circumstances
- E-breaches

Communication with Families

Proactive communication ensures that families are kept informed about expectations as well as student successes. Significant incidents, any use of the Reflection Room, situations involving Loss of Good Standing, Tier 3 referral, or suspension should be communicated to families in a timely manner. Families are valued partners in problem-solving and planning, and open, early communication supports positive outcomes for students.



Recording, Data & Review

Incidents are recorded in Compass, and serious incidents are entered into OINS. Behaviour and attendance data are reviewed each term. All records, including plans, consultation notes, and intervention documents, are kept in line with DOE regulations. The policy is reviewed each year with staff and the School Board, and it is updated whenever the DOE releases a new policy.

Staff Capability & Wellbeing

Ongoing training is provided in MTSS, restorative practice, trauma-informed approaches, managing complex behaviours, de-escalation strategies, and inclusive practice. Staff may “tap out” safely when they need time for regulation. Debriefing and support are available for staff following any critical incident.

Attendance

Our Step-by-Step Response

Regular attendance ensures every child can engage, learn and thrive. In line with the Student Attendance in Public Schools Policy and Procedures, we use a clear and consistent process when a student’s attendance begins to decline. This helps us identify concerns early, support families, and maintain strong relationships across our school community. We begin this process when a student’s attendance falls below 90% or when a student is absent for three consecutive days without explanation, as outlined in Department monitoring expectations.

1. Classroom Teacher (CRT) Contact with Parent/Carer

The classroom teacher makes initial contact to check in, encourage attendance and seek an explanation for the absence. Staff offer support and, where appropriate, consider whether a simple attendance plan may help restore regular attendance. This emphasises early intervention, positive relationships and ongoing communication with families.

2. Continued Absence from School

If the absence continues or no explanation is provided, the classroom teacher consults with the Deputy Principal. Together, they review patterns of concern, contributing factors, and any emerging risks. This step supports the requirement to monitor attendance, investigate causes and respond with appropriate strategies.

3. Meet with Stakeholders

A meeting is arranged with the classroom teacher (CRT), Deputy Principal, parent/carers, and—where appropriate—the student or other relevant staff. The team discusses concerns, identifies barriers, and adjusts or establishes a documented attendance plan to support the student. This reflects a collaborative problem-solving approach, culturally responsive planning and the development of documented plans when persistent absence emerges.

4. Monitor

The agreed plan is implemented and monitored. Staff assess progress and determine the next step:

- Meet again with the parent/carers to adjust, modify, or discontinue the plan; or
- Continue ongoing monitoring where attendance is improving or stable.

This aligns with expectations to review progress, maintain communication and document interventions.

Our Commitment

Throughout the entire process, we focus on early support and on building and maintaining positive, culturally responsive relationships with students, parents and communities. This ensures every child has consistent access to learning, connection and care.

Bullying

What is bullying?

Bullying is repeated and ongoing behaviour over a period of time that is hurtful or aggressive and intended to intimidate, threaten, or embarrass another person. It involves a misuse of power, where the person targeted feels unable to stop the behaviour.

Bullying is a serious breach and will be addressed in accordance with DET Policy.

Bullying is not:

A one-off incident

A disagreement or conflict between equals

Types of bullying

- Verbal Bullying
- Purposeful words used to isolate, ridicule, or humiliate, such as name-calling or insulting someone's personal characteristics.
- Physical Bullying
- Hurting someone physically or damaging/stealing their property.
- Social (Relational) Bullying
- Excluding others or sharing information/images to harm someone's relationships or reputation.
- Cyberbullying
- Bullying carried out through digital technologies (e.g., texts, emails, social media, photos, videos).

Communication with families

Student actions

Students who are bullied should:

- Clearly tell the person to stop ("Stop", "That's not okay", "That's unfair") and walk away
- Move to a safe place
- Report the bullying and seek help from a friend and their network of safe adults.

Bystanders (witness to bullying behaviour) actions:

- Help the targeted student leave the situation
- Remove the audience, don't watch or engage
- Be kind and supportive afterward
- Set a positive example and avoid bullying behaviour
- Never record or share bullying incidents

Parent actions:

- Regularly remind children of positive behaviour expectations
- Inform the school about observed or reported bullying at school
- Report online bullying to the eSafety Commissioner

School actions:

- Explicitly teach students about bullying through the Health and Physical Education Curriculum and the Open Parachute wellbeing platform, building understanding of bullying, bystander roles, and strategies for seeking help and support.
- Support all students involved in bullying
- Act on all reported or observed bullying, following the Behaviour Education Policy
- Inform parents of incidents
- Involve external services when needed (Chaplain, School Psychologist, agencies)
- Create safety or social-engagement plans where required
- Reinforce positive behaviour expectations using PBS guidelines