



# **Supporting Student Behaviour Policy**

Effective: Jan 2026

Version: 2.4

Review Date: Jan 2027



## Rationale

Bletchley Park Primary Schools behaviour policy is based upon:

The belief that, through the support, encouragement and nurturing care shown and experienced at Bletchley Park Primary School, all members of the school community have the opportunity to:

- **be** safe, **be** themselves, **be** affirmed in their dignity and worth as persons;
- **think** about how they want to be treated and how they treat others;
- **grow** to be the best version of themselves, **grow** skills in building personal relationships.

The following principles:

1. Everyone has the right to be treated equally and with respect.
2. Everyone has the right to be taught and to learn.
3. Everyone's property should be treated with respect.
4. Everyone is responsible for their own actions.

## Aim

We aim to provide a positive, whole-school approach to support and encourage students to actively engage in and be accountable for their learning, and be confident individuals with a sense of self-worth, self-awareness and personal identity.

We aim to provide students with the skills and knowledge to make responsible choices regarding their behaviour, and support their growth of self-regulation.

## Code of Conduct

The expected behaviours that students are required to learn and maintain at school are underpinned by our core values.

### **Respect**

Includes respect and tolerance for their own and other peoples' cultures, respect and tolerance for people with disabilities, respect for the planet (sustainability), honesty and kindness:

- We treat all members of our community with respect and courtesy.
- Good manners and a caring attitude are to be expected.
- Treat all school and personal property with care.
- Wear the Bletchley Park Primary School uniform.
- Be inclusive of others.

### **Doing my Best**

Includes co-operation, perseverance and courage.

- Be punctual and organised for learning.

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- Be accountable for my own learning.
- Follow instructions given by all staff.
- Take responsibility for my own actions and be honest about the choices I made.
- Understand there are consequences, positive and negative, for behaviour choices.
- Actively participate in all school-based experiences.
- Act in a safe manner at all times when at school.

## Values Education / Friendly Schools Plus

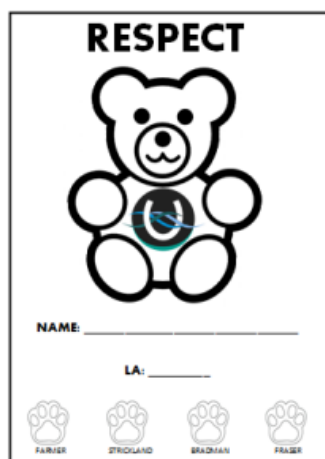
Our values will underpin policies, strategies and procedures for the effective functioning of the school. This will benefit all members of the school community and will impact on our relationships within the community.

Our values will impact on our teaching and learning programs within the school, through:

- **how we work** e.g. group work, cooperative tasks, classroom organization.
- **the tasks we do** e.g. choir, recycling, sports carnivals, buddy classes, celebrations, school incursions, grandparents' day, classroom themes;
- **how our school is organised** e.g. SSB program, Bullying Prevention Program, TED Program (Treat Everyone Decently), Student Councillors, Faction Captains.
- **how we learn** e.g. from teachers, from peers, from other students, from other adults.

Our Values Education Program, Highway Heros, will:

- Achieve consistency across the school in promoting the specific values that our school community embraces. We will use the same language of values, across all classes.
- Help students think about and reflect upon different values and the practical implications of expressing them in relation to themselves, others and the community.

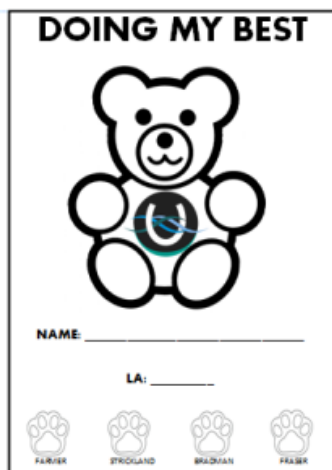


Bletchley Park Primary School has two core values –

- 1) **RESPECT** and
- 2) **DOING MY BEST.**

### The Practical Implementation of the Values Education Program at Bletchley Park Primary School

- Students receive 'TED' tokens from any staff member (teaching and non-teaching) around the school.
- Students in Yr 1-6 place the 'TED' tokens in their faction box in the undercover area. One TED token accounts for one faction point. When a faction achieves 300 points, they receive a reward.
- Values Awards are read out at assemblies by school



- Highway Hero's is taught to all class teachers as part of their health programs.
- Students in Kindergarten to Yr 6 are taught Protective Behaviours in term 3 as part of the health programs, utilizing 'Skills for Life'.

### Resources and strategies used to teach personal and social capabilities

- Challenges and Choices (SDERA)
- High Way Heros
- Protective Behaviours
- 'Bullying No Way!' website
- Stop, think, Do
- Rainbows
- TIFFY
- Social detectives
- Super Flex
- Life Skills
- T.E.D (Treat Everyone Decently tokens)
- Virtues

### Life Education (or similar)

To support our School Values, the school will utilize funding from Health Wellbeing to pay for students K- Yr 6 to attend the Life Education Van. Lessons are then available for the teacher to use in the classroom on the chosen topic.

The program aims to:

- Build awareness of topics or issues related to society;
- Encourage reflection on how these topics or issues affect students;
- Share knowledge that students need to make informed decisions;
- Help students identify and develop responses and strategies;
- Help students identify and develop the skills and confidence that they need to apply those strategies on a day to day basis.

Kindergarten – Pre primary	Primary school
<ul style="list-style-type: none"> <li>• Safety</li> <li>• Healthy eating</li> <li>• Physical activity</li> <li>• Hygiene</li> <li>• Sleep</li> <li>• Empathy and respect</li> <li>• Relationships</li> <li>• Positive communication</li> </ul>	<ul style="list-style-type: none"> <li>• Body knowledge</li> <li>• Safety</li> <li>• Healthy diet</li> <li>• Physical activity</li> <li>• Puberty</li> <li>• Respectful relationships</li> <li>• Cybersafety</li> <li>• Safe use of medicines</li> <li>• Smoking</li> <li>• Alcohol</li> <li>• Other drugs</li> </ul>

## Behaviour Management

### Rational

Department of Education schools provide every student with the educational support they need to learn and maintain positive behaviour.

The principles that underpin DoE's Policy and Procedures include:

- School-based policies are best made at the local level with input from all members of a school community;
- The collaboratively developed school-based policies apply to all members of the school community and must be reviewed regularly;
- Effective behaviour management is based on high quality positive relationships; and
- The rights of individuals are extremely important but should not be considered in isolation from their responsibilities.

### Procedures

The school's Supporting Student Behaviour Policy is based on carefully developed steps of which the children are made aware, and the following is incorporated:

- Students are rewarded for modelling positive behaviour and receive appropriate consequences for choosing not to demonstrate these behaviours.
- School rules are to be clearly displayed in prominent positions throughout the school.
- Class rules and consequences must include both positive consequences for good behaviour and negative consequences for inappropriate behaviour and must be displayed in the classroom.
- A positive approach will always be used first.
- Parents will be informed about their child's good and/or negative behaviour.
- Each student will begin every day with a fresh start.

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## Roles and Responsibilities

Role	Responsibility
Students	<ul style="list-style-type: none"> <li>• Ensure their behaviour is not disruptive to their own or others' learning.</li> <li>• Ensure their behaviour does not compromise the safety of themselves or others.</li> <li>• Ensure the school environment is kept clean, tidy and safe.</li> <li>• Be punctual and prepared for all learning activities.</li> <li>• Be respectful and courteous to all community members.</li> <li>• Be accountable for their own learning and behaviour choices.</li> <li>• Accept consequences for their actions.</li> <li>• Follow school and classroom rules.</li> <li>• Communicate issues and concerns to parents and staff.</li> </ul>
Staff	<ul style="list-style-type: none"> <li>• Model and teach the expected behaviours.</li> <li>• Establish positive relationships with students.</li> <li>• Maintain good organisation and planning.</li> <li>• Report student progress, including behaviour, to parents and students.</li> <li>• Develop classroom rules that align to the school's Supporting Student Behaviour Policy.</li> <li>• Develop IEP (Individual Engagement Plan) in consultation with parents, students and external support staff.</li> <li>• Know the Supporting Student Behaviour Policy and be consistent when implementing it.</li> </ul>
Parents	<ul style="list-style-type: none"> <li>• Model and teach the expected behaviours.</li> <li>• Ensure their child has punctual, regular attendance.</li> <li>• Assist children in having good organisation and planning by providing necessary equipment and staying informed of school schedules.</li> <li>• Support the school in the education of their child (academic and social).</li> <li>• Assist the school in supporting their child's behaviour.</li> <li>• Be respectful of all community members.</li> </ul>

### **School Rules**

The following school rules have been designed to provide our children with a safe environment and to ensure everyone has their rights respected. Above all:

- We follow instructions given by all school staff.
- We stay out of a classroom unless a teacher is present.
- We use the bins provided to keep our environment clean and tidy.
- We walk our bicycles and scooters on school grounds.
- We walk on all pathways.
- We do not play on play equipment before or after school.

### **Playground Rules**

- Use toys/equipment appropriately and pack away.
- Look after the environment when you are playing.
- Students will eat in allocated areas during the first 10 minutes of the lunch break period and put their rubbish in the bin.
- "No Hat, No Play" is enforced at all times. Students not wearing the school sun smart hat must play under covered areas.
- Sporting games and running activities will be played on the oval, basketball courts or designated grass areas.
- Students will walk on all hard surfaced areas around the school.
- Students will play safely, showing consideration for all community members.

### **Classroom Rules**

- Each Year Level group of teachers in conjunction with students will compile a set of rules for their rooms.
- These rules, together with rewards and consequences will also include a series of stages to provide ample opportunity for behaviour modification.
- They are submitted to the Leadership Team for approval and then displayed in set format in the classroom and referred to on a regular basis. Rules are to be discussed at Parent Meetings in Term One.
- Each day means a fresh start and no behaviour notation runs over into the next day.
- The aim is to provide as much positive motivation to encourage conforming behaviour as necessary to maintain a pleasant working climate, while giving minimal attention to the poorly behaved student.

### **Whole School Positive Consequences for Good Behaviour**

- Ted tokens are given to students showing the school values of 'Respect' or 'Doing their Best' which lead to faction points and faction rewards.
- Whole School / Year Level "Fun Days".
- Stickers and Stamps.
- Class Awards (Languages , Art, Music, Phys Ed).

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- Office visits to the Principal or Deputy Principals for good work or behaviour.
- Merit Certificates are presented at assembly for students who have worked hard/maintained good behaviour.
- Camp (Year Six students).
- Classroom incentives established by the teacher.

### **Negative Consequences for Inappropriate Behaviour in the Classroom**

- Teachers to follow the class behaviour plan and assign individual consequences. This may include a number of verbal warning before been sent to a “peer class”. When students attend a ‘peer class’ they should complete a ‘reflection sheet’ (see appendix) Teachers may use a tracking sheet to record low level behaviours and as a data set for future decision making.
- Class teachers should convey verbally any behaviour concerns when handing their class over to specialist teachers.
- Teachers will record low level (non behaviour slips) inappropriate behaviour and parent contact on Compass
- The final stage in a class plan is a Behaviour Slip (see appendix) handed to students who break the school rules and referred to the Deputy aligned with that Year Level.
- Students may also be sent to the Leadership Team under the ‘severe’ clause which includes vandalism, stealing, physical violence, obscene language, wilful disobedience and insolence to a staff member.
- Students who are regularly receiving behaviour slips need to be placed on an Individual Behaviour Plan. This can be recommended by the class teacher, school leader and/or the school psychologist.

### **Negative Consequences for Inappropriate Behaviour in the Playground**

- Minor levels of inappropriate behaviour, such as running on the concrete, not wearing a hat, eating out of area, are dealt with by all staff members on duty. Common sense consequences are applied – such as going back and walking on the concrete, playing in the shade or going to the correct area to eat.
- If a staff member observes extreme behaviour in the playground then the student/s involved will be escorted to the office by staff or a red card will be sent to the office.
- Other inappropriate behaviour is to be reported to the student’s class teacher at the end of recess/lunch using the yellow behaviour slips. Teachers have the discretion to record this behaviour on Compass or to fast track consequences to the leadership team.
- Education Assistants are to refer extreme behaviour to a duty teacher.



### **Investigating a Behaviour Issue/ Leadership Team**

When investigating a behavioural issue leadership staff should follow this process:

- I isolate the conversation
- E Explore the young person's point of view
- S Summarise feelings and content
- C Connect feelings and behaviours
- A Alternative behaviour is discussed
- P Practice new behaviour
- E Enter back into activity / routine / class

### **Managing Low Level Behaviour Issues**

When staff are managing low level classroom or playground incidences, they should use a Restorative Practice process:

#### When things go wrong....

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- What can you do to make things right?

#### When someone has been hurt....

- What did you think when you realized what had happened?
- How have you and others been hurt?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?
- 

### **Recording of Negative Behaviour Consequences**

Compass

- Teachers to record negative and positive behaviours on Compass Behaviour Management Section including completing the section if contact with parents was made.
- All behaviours dealt with by Leadership staff will be entered on Compass in the Behaviour Management section and parent contact made.



## Consequences available to the Leadership Team

<p><b>Reprimanded by Leadership Team/ Staff unless Severe Clause is indicated.</b></p> <p>Leadership Team to decide appropriate strategy. (<i>detention, following teacher on duty, sit outside office, apology note</i>)</p>
<p><b>Recess / Lunch Duty Detention Only</b></p> <p>Accompany Duty Teacher in Area 2 the following day</p>
<p><b>Recess and or Lunch time Detention Admin Area</b></p> <p>For severe misbehaviour or at the discretion of Leadership Team. Parents are notified by either phone or letter. Number of days of detention is determined by Leadership Staff.</p>
<p><b>Withdrawal / In School Suspension</b></p> <p>For severe misbehaviour, severe incident; high number of detentions or at the discretion of Leadership Staff. Parents are notified by phone and letter. Number of days of detention is to be determined by Leadership Staff. Student works in Admin area, with out peer contact.</p>
<p><b>Suspension</b></p> <p>As per Education Act Regulations 35and 35A. Up to 10 days with notice being given in writing to the student and copies sent independently to his or her parent(s) or guardian(s) and the relevant Regional Director.</p>
<p><b>Exclusion</b></p> <p>After 30 school days or more of suspension in a school year, whether in one or more schools, the Principal shall recommend that the student be excluded from attending school. Matter decided by Student Exclusion Review Panel.</p>

- Behaviour Slips are to be sent to the office and recorded.
- Only the name of the student who is receiving the slip should be written on the Behaviour Slip.

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- The behaviour incident is recorded on Compass and a formal letter sent to parents which is then signed and returned.
- The class teacher is to be notified of behaviour incidents.
- A student involved in extreme behaviour (e.g. wilful disobedience, vandalism, etc) will be “fast tracked”.
- A student involved in a physical fight or extreme behaviour may receive suspension.

### **Individual Behaviour Plan (IBP)**

In the instance that a student is experiencing difficulty in learning the expected behaviours at school, an Individual Behaviour Plan will be developed by the classroom teacher in consultation with the deputy aligned to that phase of learning.

An IBP will include achievable, targeted goals to assist the student in learning the expected behaviours and will focus on positive reinforcement of the desired outcomes.

### **Year Six Behaviour Contract**

Traditionally, Year Six students have the opportunity to attend a school camp and numerous extra curricula activities due to it being their final year in a primary school setting. To ensure a safe environment is created, teachers have the right to teach and students have the right to learn, we ask parents and students to sign a behaviour contract. We strongly encourage students to take responsibility for their learning and behaviour. Camps and extra excursions are a privilege, not a right.

The contract outlines the number of reprimands, detentions and suspensions (in and out of school) a student can receive before losing the opportunity to attend extra excursions and camps.

The number of consequences for each of the above areas is negotiated with the Year Six students. Parents are kept well informed if a child is close to losing any privileges.

### **Good Standing**

Following the directive from the Director General in Feb 2019 all schools must have a Good Standing Policy in relations where students start a fights, make intentional physical contact with other students or videos fights.

At Bletchley Park PS all students have good standing. If a student is suspended, they lose their good standing for the period of suspension. When they return to school following a suspension, good standing is reinstated, and the normal Student Behaviour policy is followed.



## **Weapons in Schools**

Under the 1999 weapons act “it is an offence to carry or possess a weapon, purchase, sell or supply a weapon; and/or manufacture a weapon.”

Where the weapon is deemed to be prohibited or controlled the principal must contact the police immediately. The incident must also be entered onto the Department’s incident notification system.

Prohibited weapons are items that have no other purpose other than as a weapon such as firearms, spray weapons, flick knives and switch blades. Controlled weapons include those used in the practice of martial arts, sport, art or similar discipline such as swords, machetes and spear guns.

Any student found to have a weapon at school will be suspended immediately under School Education Regulation 2000 43 (1(b)).

## **Physical Restraint of a Student**

The Principal will ensure the physical restraint of a student is only used:

- In circumstances where the student’s emotional or behavioural state prevents other strategies to maintain the good order of the learning environment from being successful; and
- Where that emotional or behavioural state poses imminent risk of harm to self or others or risks significant damage to property; and
- For the minimum amount of time needed for the student to recover an emotional or behavioural state whereby less restrictive strategies may be successful.

The parents or care giver of a student who is restrained will be contacted by a member of the teaching staff.

\*When possible only staff who have received ‘Team Teach’ training should carry out a restraint.



## Support Service

### SAER Team

A student may be referred to the SAER Team when an IBP has not been successful to support student behaviour.

School Psychologist

Further testing may be conducted by the School Psychologist if a referral from the SAER team is deemed necessary. This process will involve the classroom teacher, parent and Deputy aligned to that year level.

SSEN: Behaviour and Engagement

A referral to SSEN:BE will be made if all strategies to support student behaviour have not enabled the student to achieve the desired behavioural outcomes.

## Related Documents

*Schools Education Regulations 2009*

*Student Behaviour Policy and Procedures*

*Duty of Care for Students Policy*

*Behaviour and Wellbeing Website*

*Keeping our Workplace Safe Guidelines*

*Let's Take A Stand Together: Minister's Statement on Violence in Sch*



Appendix 1

# INDIVIDUAL BEHAVIOUR PLAN

STUDENT:

DATE:

D.O.B:

ROOM & TEACHER:

YEAR LEVEL:



BEHAVIOUR & FUNCTION	TRIGGERS	PROACTIVE STRATEGIES	RESPONSE STRATEGIES	SKILLS TO TEACH & REINFORCEMENT
<b>MONITORING:</b>				
<b>TEACHER SIGNATURE:</b>		<b>PARENT SIGNATURE:</b>		<b>DATE:</b>

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# 'Time To Think' Spot

*Receiving a 'Think Spot' means your child has made some poor behavioural choices. As a part of our behaviour management process, they have been encouraged to reflect on these choices in order to 'do the right thing' in future. Please discuss this with your child, sign below and return this page to school.*

What happened?

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What was I thinking at the time? \_\_\_\_\_

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Who has my behaviour affected? \_\_\_\_\_

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Right now, I feel \_\_\_\_\_

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I can make things right by \_\_\_\_\_

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Teacher Comment: \_\_\_\_\_

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Parent sign : \_\_\_\_\_





### Behaviour Management Slip

<b>Student Name:</b>		<b>Year:</b>		<b>LA:</b>	
<b>Reported by:</b>		<b>Date:</b>		<b>Level:</b>	
<b>Behaviour Details:</b>					
<input type="checkbox"/> Student has been through all steps of classroom behaviour management policy. <input type="checkbox"/> Extreme behaviour (Please Describe)					
<b>Teacher Actions so far:</b>					
<b>What action was taken by the Administration:</b>					

Teacher's Signature: \_\_\_\_\_ Deputy Principal's Signature: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_



### Behaviour Management Slip

<b>Student Name:</b>		<b>Year:</b>		<b>LA:</b>	
<b>Reported by:</b>		<b>Date:</b>		<b>Level:</b>	
<b>Behaviour Details:</b>					
<input type="checkbox"/> Student has been through all steps of classroom behaviour management policy. <input type="checkbox"/> Extreme behaviour (Please Describe)					
<b>Teacher Actions so far:</b>					
<b>What action was taken by the Administration:</b>					

Teacher's Signature: \_\_\_\_\_ Deputy Principal's Signature: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

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