



BEHAVIOUR POLICY

Beldon Primary School

Our Aim:

At Beldon Primary School, we strive to be proactive when supporting our students to regulate their behaviour.

- We always use Restorative Practices to create safe, meaningful and supportive relationships with our students.
- We believe that it is important to build empathy and trust.
- We are committed to listening deeply to one another and to provide everyone with the opportunity to share their story and to understand the perspectives of others.

This Positive Behaviour Policy outlines Beldon Primary School’s approach to fostering a positive, respectful, and inclusive learning environment. It aligns with our **Moral Purpose**:

Accept, Adapt, Aspire, Achieve

The policy is underpinned by the Western Australian Department of Education’s Student Behaviour Policy (2023), promoting high standards of student behaviour through inclusive and proactive strategies.

Our Moral Purpose

“Our staff and community connect to support students to become strong, thoughtful and independent individuals who accept, adapt, aspire and achieve.”



Guiding Principles

- Every student has the right to learn, and every teacher has the right to teach in a safe and respectful environment.
- Behaviour is best managed through supportive, consistent and transparent approaches.
- Positive behaviour is explicitly taught, modelled, acknowledged, and reinforced.
- Relationships are central to effective behaviour support.
- All students can learn to self-regulate with appropriate support and clear expectations.
- We expect all students to be **ready, respectful and safe**.
- We have high expectations of behaviour.
- Our school fosters a culture of respect and inclusion, where bullying is never tolerated.

Being Inclusive

- Some individuals need more support than others in learning to meet the school's expectations of behaviour.
- The dysregulated behaviours of some vulnerable students need to be tackled with an understanding of their individual needs.
- All students have the right to be educated no matter how challenging their behaviour.
- Dealing with challenging behaviour often helps us to find ways to improve our systems, processes and procedures that we then adapt to fit our diverse population.

Being Positive

- Parents and carers need to be as fully involved as possible.
- We have high expectations of what is acceptable behaviour in our school and within the wider community.
- If we want our students to behave in a particular way, we are responsible for modelling and demonstrating the expected behaviours, making it clear how we expect them to behave.
- We recognise acceptable behaviour through positive reinforcement.
- We provide students with feedback on their own learning and behaviour.

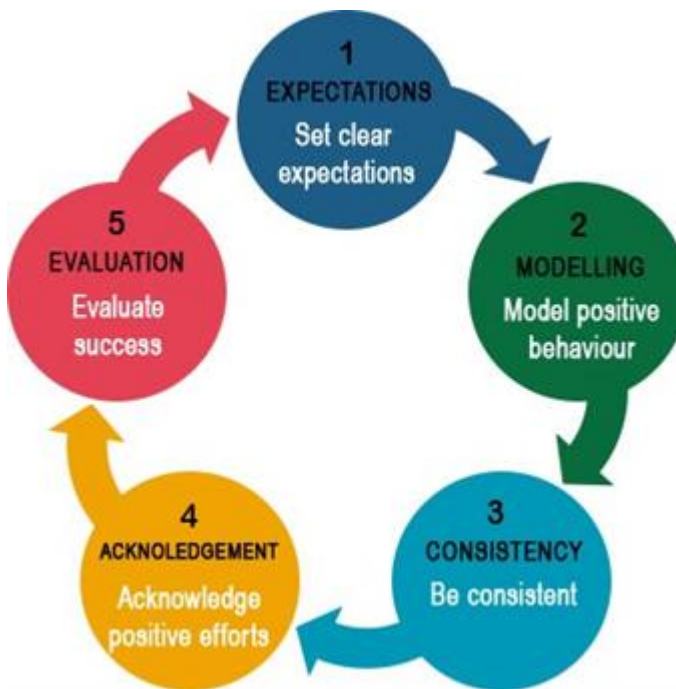
Being Assertive

- Students and staff have the right to feel safe in school.
- Parents have the right to feel welcome and to know their children work, play and learn in a friendly, safe and helpful school.

<p>We Always....</p>	<ul style="list-style-type: none"> • Listen when someone is speaking. • Are mindful of people’s personal space. • Use manners and kind tone of voice. • Encourage those around us to make good choices. • Show kindness to everyone. • Consider other’s feelings. • Endeavour to follow instructions. 	<ul style="list-style-type: none"> • Wear a broad-brimmed hat outside. • Care for ourselves, others and the environment. • Take care of our belongings. • Use appropriate language to show others that we care. • Include others in activities and games. • Wear our uniform with pride.
<p>In the Classroom, we will....</p>	<ul style="list-style-type: none"> • Ask for support when needed. • Respect differences and the ideas of others. • Be prepared and organised for learning. • Use whole body listening. • Consider the consequences of our behaviour. • Stay focussed and engaged. • Care for our classroom environment. 	<ul style="list-style-type: none"> • Show confidence in our abilities and try our best in everything we do. • Show enthusiasm for learning. • Endeavour to stay on task to allow others to work. • Have high expectations and set and review goals. • Persevere with challenging tasks. • Take pride in our work. • Ask questions and seek feedback.
<p>Outside the Classroom, we will....</p>	<ul style="list-style-type: none"> • Include others in our games. • Respect sports and school equipment. • Consider other people’s personal space. • Play with all equipment in a safe manner. • Care for our eating area and use bathrooms/toilets responsibly. • Be accountable for our actions and make positive choices. 	<ul style="list-style-type: none"> • Think about other people’s feelings. • Look out for the welfare of others. • Be good role models to others and make safe choices. • Care for the environment by picking up and disposing our rubbish in the correct bins. • Ensure we return all equipment to where it belongs.
<p>In the Community, we will....</p>	<ul style="list-style-type: none"> • Be polite, well-mannered always. • Show good sportsmanship during all school and community events. • Treat others with respect and kindness. • Do the right thing, even when no one is watching. • Make safe choices online. • Be responsible and safe on the road. 	<ul style="list-style-type: none"> • Ensure community rules and expectations are followed. • Talk with a trusted adult when things don’t feel right. • Model expected behaviours by making positive choices. • Forgive others and ourselves when things don’t work out. • Support community events and fundraising opportunities.

Promoting Positive Behaviours

Teachers will establish and develop positive relationships with every student using appropriate strategies e.g. meeting students at the door, using student names, talking calmly without shouting, using humour etc. Teachers will make their expectations for student behaviour explicit and clear. Classroom rules and behaviour expectations will be developed with student input and displayed in the room. Regular and frequent reminders will be given. Teachers will prepare lessons thoroughly, applying clear lesson design and instructional strategies that suit the specific needs of students in their class.



Morning meetings are held each morning to establish a calm, structured, and positive start to the school day. These meetings include:

- Greeting - Students and teachers greet one another by name
- Sharing - Visual timetable and any key events happening at school
- Checking in - Discussing students' emotions alongside regulation strategies
- Engage in - A short mindfulness activity follows to support students' wellbeing and readiness for learning
- Each Monday, class meetings extend to include a focus on the Beldon Primary School values, with students reflecting on what these values look like in practice and how they can demonstrate them within the school and wider community.

Whole School Routines – *The Beldon Way*

At Beldon Primary School, we have developed consistent whole school routines that are embedded across all classrooms and learning areas. These routines provide students with a safe, supportive, and predictable environment where expectations are clear and consistent. By establishing structured daily practices, students are supported to regulate their emotions, engage positively with their peers, and focus on their learning.

The *Beldon Way* ensures that:

- Behaviour expectations are explicitly taught, modelled, and reinforced.
- Daily routines such as morning meetings, the use of visual timetables, and mindfulness activities support students to feel settled and ready for learning.
- Consistency across all learning areas creates a shared understanding for students, staff, and families.
- Predictability in routines fosters a sense of security and belonging, enabling students to thrive both socially and academically.

These routines form a core part of our whole school approach to behaviour and wellbeing, underpinning our commitment to providing a safe, respectful, and inclusive learning environment for every student.

Zones of Regulation

At Beldon Primary School, we are committed to supporting the whole child — socially, emotionally, and academically. As part of this commitment, we have chosen to implement the *Zones of Regulation* framework across our classrooms. This decision is grounded in our belief that emotional regulation is foundational to learning, wellbeing, and positive behaviour.

The *Zones of Regulation* is designed to help students develop awareness of their feelings, recognise how their emotions influence behaviour, and build strategies to manage their responses in healthy and productive ways. The framework uses four colour-coded zones to represent different states of alertness and emotion (Blue, Green, Yellow and Red), making it accessible and relatable for students of all ages.



Teaching the Zones explicitly provides students with:

- A common language to talk about and label their emotions.
- An understanding that all emotions are okay, but some behaviours may need to be managed.
- Tools and strategies for self-regulation and emotional control.
- Increased ability to reflect, empathise, and interact positively with others.

By embedding the *Zones of Regulation*, we are not only addressing essential outcomes in the curriculum but also strengthening a whole-school approach to **student wellbeing, emotional resilience, and positive behaviour support**. This aligns with the WA Department of Education initiatives around social and emotional learning and mental health promotion in schools.

Breathing techniques

Intentional breathing helps students regulate emotions, slow down impulsive responses, and return to a calm, focused state. Examples include, “box breathing” (inhale for 4, hold for 4, exhale for 4, hold for 4) or using fun visuals like breathing with fingers or blowing bubbles

Preventative Strategies

Teachers employ a range of Classroom Management Strategies alongside evidence-based instructional practices to minimise the likelihood of negative behaviours occurring or escalating. Proactive approaches such as clear expectations, engaging lesson design, consistent routines, and positive reinforcement are prioritised to create a learning environment that is orderly, supportive, and conducive to student success. Preventative strategies include:

- Re-direction
- Low-key responses e.g. eye contact, 'the look', proximity
- The pause
- Planned ignore
- Non-verbal gesture
- Modelling behaviour
- Offering choices or implied choices
- Techniques to diffuse power struggles e.g. private conversations
- Time out/refocus time – 5 minutes given to calm emotions and self-reflect

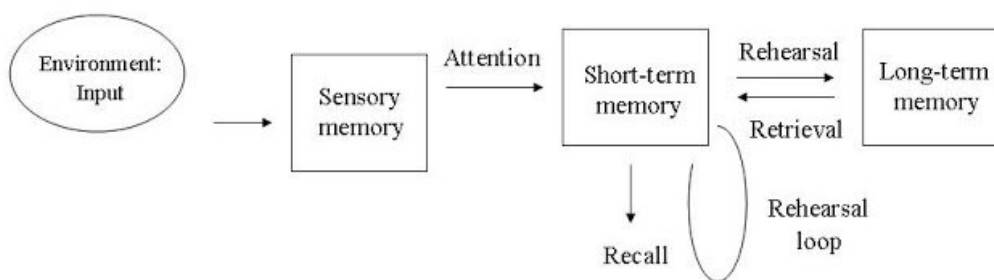
Brain Breaks

Brain breaks have been proven to reset attention and increase cognitive stamina. When built into a consistent classroom routine, brain breaks improve students' performance in concentration, self-regulation, and academic achievement. Types of brain breaks may include stretching, movement breaks, mindfulness, quick games.

Lesson Design

At Beldon Primary School, high-quality lesson design supports positive behaviour by creating clear expectations and purposeful engagement. Teacher's structure learning using the following principles:

- Model of Memory –



- Review – Activate prior knowledge, review prerequisite skills and knowledge
- Learning Intention – Each lesson begins with a clear learning intention, so students understand what they are working towards.
- Success Criteria – Teachers share success criteria that describe what achievement looks like, enabling students to monitor their own progress.

- Explicit Teaching – Teachers use explicit teaching practices to model skills, provide guided practice, and gradually release responsibility to students, ensuring all learners are supported. This follows the, I do, we do, you do approach.
- Engagement Norms – Lessons establish and reinforce agreed classroom norms for listening, participation, collaboration, and respectful behaviour.

Through consistent lesson design and explicit instruction, students are supported to focus, regulate their behaviour, and take ownership of their learning.



Review



I Do



We Do



You Do



Summarise

Restorative Practices

It is our belief that the most successful approach to building our children's wellbeing and ensuring they are engaged in the whole process of learning, with particular emphasis on social and emotional learning, is through a whole-school approach.

Restorative approaches require thinking and interacting in ways that place positive relationships at the centre of teaching and learning. The Department of Education's values of equity, student voice, truth telling, care, teamwork and learning are embedded and enacted through working in restorative ways.

Restorative teaching practice focuses on working with students, rather than doing things to them or for them, maintaining positive relationships and applying fair process in decision making.

At Beldon Primary School, we use restorative practices because they help build a safe, respectful and supportive learning environment. Restorative practices focus on strengthening relationships, repairing harm and promoting accountability rather than simply punishing behaviour. When challenges arise, students are given the opportunity to reflect on their actions, understand the impact on others, and take meaningful steps to make things right. This approach supports the development of empathy, resilience and problem-solving skills, while fostering a sense of belonging and responsibility within our school community.

Teachers will use the reflective questions to restore relationships through structured conversations:

- What happened?
- What were you thinking?
- Who has been affected by what has happened? In what way?
- What do you need to do to make things right?
- Do you need help to do this?

Responding to Behaviour

Behaviour is addressed through a tiered response:

Tier 1 – Preventative (All Students) Tier 1 supports are universal strategies provided to all students to promote positive behaviour, prevent escalation, and create a consistent, safe, and predictable learning environment. These preventative practices are embedded across all classrooms and school settings and reflect *The Beldon Way*.

Tier 1 supports include:

- Building and maintaining rapport with all students and families.
 - Creating a welcoming and inviting school environment
 - Respectful and friendly communication
 - Building relationships with each child
- Positive reinforcement – acknowledging and celebrating positive behaviour through systems such as positive praise, class points, merit certificates, values certificates, faction points, lunch with the Principal, positive messages home, end of year awards.
- Visual cues and reminders – using posters, signage, and classroom displays to reinforce expectations and support students in understanding routines.
- Predictable routines and transitions – establishing clear, consistent structures for daily activities to reduce uncertainty and support smooth transitions between tasks and settings.

Tier 2 – Targeted Supports (Some Students) Tier 2 supports are designed for students who require additional guidance and structure to meet behaviour expectations. These targeted interventions provide extra opportunities for students to practise self-regulation, build positive relationships, and experience success within the school environment.

Tier 2 supports include:

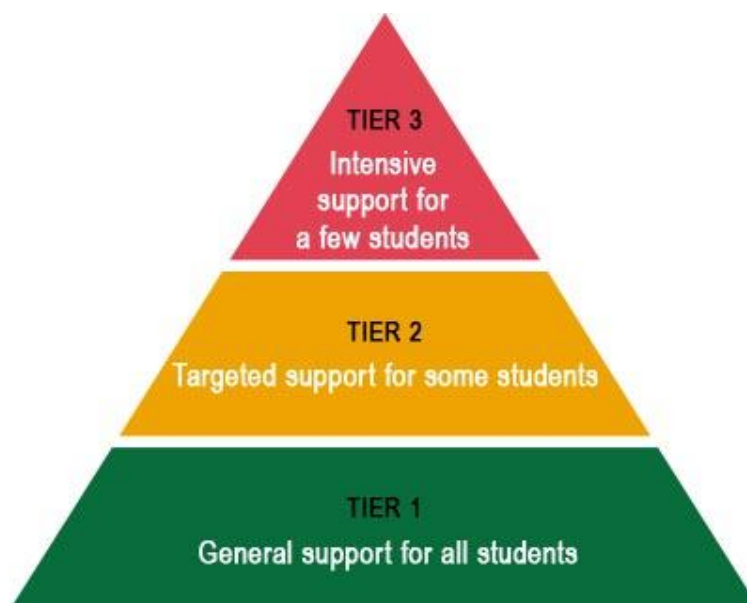
- Check-in/Check-out system – regular structured contact with a trusted adult at the beginning and end of the school day to provide encouragement, monitor progress, and reinforce expectations.
- Zones of Regulation tools and self-regulation breaks – targeted use of strategies such as sensory tools, movement breaks, or quiet spaces to support emotional regulation and reduce the likelihood of escalation.
- Restorative conversations and parent communication

Tier 3 – Intensive Supports (Few Students) Tier 3 supports are provided for a small number of students who require highly individualised and intensive interventions to address complex behavioural, social, or emotional needs. These supports involve close collaboration with families and external agencies to ensure a coordinated and holistic approach.

Tier 3 supports include:

- Collaboration with parents/carers and external services – working in partnership with families and professionals such as the school psychologist, allied health services, and community agencies to provide specialised support.
- Individual Education Plans (IEPs) or Behaviour Support Plans (BSPs) – personalised plans that outline targeted strategies, adjustments, and monitoring processes to support student success.
- Intensive case management – coordinated planning, monitoring, and review processes led by the school leadership team to ensure consistent implementation of strategies and accountability across settings.

Tiered support:



Responding to Inappropriate Behaviour (Classroom and Playground)

Student misbehaviour will be, as much as possible, managed within the classroom/playground by the teacher/staff member directly involved. Teachers will consider individual student needs as well as the context of each incident when responding to inappropriate behaviour. Teachers will respond to the behaviour and not the student. Students will be provided with time to reflect and learn from their behaviour and the choices they have made. Teachers will respond to inappropriate behaviour in a calm and controlled manner using language that assists students to reflect on their behaviour using restorative questions. **Appendix 1**

Good Standing Policy

Good Standing sets a clear framework in which students will be able to develop skills that contribute to them becoming responsible citizens and life-long learners. It emphasises the importance of students taking responsibility for the choices they make daily, which may impact on their own and/or other students learning. Beldon Primary School believes in acknowledging and rewarding exemplary behaviour and aims to regularly provide recognition for the students who consistently behave and act according to the Beldon Primary School expectations and values. Good Standing defines the right of a student to participate in school extra-curricular programs.

The process is as follows:

- All students commence each term with Good Standing.
- To maintain Good Standing a student needs to comply with the school and classroom rules.
- Inappropriate behaviour can result in a loss of Good Standing e.g.
 - Fighting
 - Abuse, threats, harassment or intimidation of staff
 - Abuse, threats, harassment or intimidation of students
 - Damage to school property
 - E-breaches (technology misuse)
 - Bullying
 - Persistent refusal to engage in learning
- Suspension will result in automatic loss of Good Standing.
- Losing Good Standing removes the right to participate in the school's extra-curricular programs such as: – Interschool sport, camp, excursions and incursions, graduation events.

Students can restore Good Standing by:

- Meeting set goals
- Participating in restorative conversations
- Demonstrating sustained positive behaviour over an agreed time; minimum of 10 consecutive school days and up to a five-week period

Suspension

The decision to suspend a student is not taken lightly and will be the strategy of last resort. It can only be made by the Principal, or delegate, in line with the Department of Education policy.

Parent Communication

We place high priority on clear communication within the school and maintaining positive partnership with parents as these are crucial in promoting and maintaining high standards of behaviour. As a school, we will communicate the behaviour policy to parents and endeavour to inform parents at the earliest opportunity when behaviour incidents occur involving their child. Teachers have a responsibility to maintain agreed communication channels with parents when students are on an Individualised Behaviour Plan and communicate with Administration when necessary. When a behaviour incident has occurred in school, parents may receive a phone call from a senior leader or the classroom teacher.

Individualised Plans and Risk Assessments

At Beldon Primary School, we recognise some children require additional support to manage their behaviour. As such, we work together with parents and allied professionals to provide the support necessary by implementing Individualised Behaviour Plans and Risk Management Plans.

Bullying

Bullying will not be tolerated at Beldon Primary School. We define bullying as a repeated attack by someone in, or assuming a position of power, with the intention of causing distress for the bully's gain or gratification. The following behaviours may constitute bullying:

- Physical - repeated and ongoing pushing, kicking, hitting and punching.

- Verbal -repeated and ongoing name-calling, sarcasm, spreading rumours and teasing.
- Emotional - repeated and ongoing tormenting, threatening, ridicule, humiliation and exclusion from groups.
- Racist - repeated and ongoing racial taunts, graffiti and gestures.
- Sexual - repeated and ongoing sexual comments and unwanted physical contact.

Senior Leaders must be informed of all reported or alleged incidents of bullying and a record of such incidents will be maintained. All incidents or allegations of bullying will be dealt with in a timely manner and when appropriate, parents will be informed. As a school we recognise that creating and maintaining an ethos of good behaviour, where pupils treat one another and the school staff with respect, will minimise the likelihood of bullying occurring.

Therefore, we aim to address and reinforce issues throughout the school day, during assemblies and through our health curriculum.

Online Bullying

Online bullying is bullying behaviour that utilises electronic devices, and often social media platforms through the Internet. It can include the following:

- Posting offensive, hurtful or embarrassing messages, photos or videos online.
- Sending repeated unwanted messages online.
- Excluding or intimidating others online.
- Offensive and negative “tagging”.
- Use of live video and audio to insult, demean, intimidate or threaten others online (which can occur through online gaming platforms or Apps).

What Bullying is Not

- Single episodes of social rejection or dislike.
- Single episode acts of nastiness or spite.
- Random acts of aggression or intimidation.
- Mutual arguments, disagreements or fights.

These actions can cause great distress. However, they're not examples of bullying unless someone is deliberately and repeatedly doing them.

Support Agencies

School Psychologist

The school psychologist helps the school meet the social, emotional, learning and behavioural needs of students. They work closely with school leaders, teachers, students and parents to help make improvements in outcomes for individual students. The school psychologist does not work in a direct consultancy role for students but in a collaborative role with staff and the school to best support students.

School Chaplain

The school chaplain is a valued member of the school community who works alongside staff to promote student wellbeing, resilience, and positive relationships. The chaplain provides support in a non-denominational and inclusive manner, respecting the beliefs and values of all students and families.

Key aspects of the chaplain's role include:

- **Pastoral Care** – offering a listening ear, encouragement, and guidance to students, staff, and families.
- **Social and Emotional Support** – helping students develop coping strategies, resilience, and positive peer relationships.
- **Community Connection** – building links between the school, families, and local community organisations.
- **Wellbeing Initiatives** – supporting programs and activities that promote belonging, respect, and inclusion.
- **Collaboration** – working with teachers, school leaders, and support staff to complement (not replace) existing student services.

The chaplain is not a teacher or counsellor, but rather an additional support person who contributes to creating a caring and inclusive school culture.

School of Special Educational Needs: Disability (SSEND)

The School of Special Educational Needs: Disability (SSEND) provides specialised support to schools to ensure students with disability and complex learning needs can access, participate in, and engage with their education. SSEND works in partnership with schools, staff, families, and external agencies to improve outcomes for students.

The School of Special Educational Needs: Behaviour and Engagement (SSEN:BE)

The School of Special Educational Needs: Behaviour and Engagement (SSEN:BE) provides specialist support to schools to assist students with complex social, emotional, and behavioural needs. SSEN:BE works collaboratively with school staff, families, and external agencies to build capacity and improve outcomes for students.

Appendix 1: Responding to Behaviour

	Types of Behaviour	Response	Communication and follow up
Low level	<ul style="list-style-type: none"> • Calling out in class • Not following instructions immediately • Fidgeting, off-task behaviour • Mild name-calling or teasing • Pushing, shoving 	<ul style="list-style-type: none"> • Verbal reminders and redirection • Use of visual cues and prompts • Reinforcement of positive behaviour • Reflection and discussion during class meetings or check-ins 	<ul style="list-style-type: none"> • When appropriate, teacher communicates with parents.
Negative	<ul style="list-style-type: none"> • Repeated defiance or non-compliance • Disrespectful language or gestures • Disrupting others' learning, refusal to follow routines after reminders • Minor physical aggression • Violation of the acceptable online agreement • Leaving the classroom 	<ul style="list-style-type: none"> • Senior Leader referral • Restorative process with a Senior Leader • Personal reflection time during breaks • Possible loss of Good Standing • Chaplain support • Communication with parents/carers to collaboratively address behaviour 	<ul style="list-style-type: none"> • Teacher or Administration to communicate with parents • Compass chronicle entry
Severe	<ul style="list-style-type: none"> • Intimidating or threatening behaviour • Bullying or harassment • Property damage • Persistent refusal to engage in learning despite interventions • Unsafe behaviour • Physical assault of staff or students • Possession of illegal substances or weapons • Racial comments 	<ul style="list-style-type: none"> • Students directed to the office by a member of SLT • Serious behaviours may require additional consequences such as loss of breaks, in/out of school suspension, loss of Good Standing • Individual Behaviour Plans with specific goals • Collaboration with parents/carers and external professionals 	<ul style="list-style-type: none"> • SLT meeting with parents • Compass chronicle entry • Where applicable, Return to Good Standing Plan reviewed • Where applicable, Behaviour Management Plan will be reviewed

Appendix 2: Responding to Behaviour Steps

How we celebrate positive behaviours:

Stickers, verbal praise, merit awards, value awards, positive phone calls home, whole class reward, group rewards, lunch with the principal.

Stepped Sanctions:

1. Verbal Reminder: opportunity to change behaviour.
2. Sensory break such as stretching, fidget toy, mindful breathing, squeeze or stress ball.
3. 2nd warning: restorative conversation.
4. Reflection time in class to reset behaviour. 10 – 15 minutes.
5. SLT support and removal from class to engage in a restorative conversation.
Behaviour recorded on Compass.
6. Consequence for poor behaviour such as loss of break time issued by SLT.
7. Contact with parents.
8. Behaviour monitored.

Appendix 3: Senior Leader Referral



BELDON PRIMARY SCHOOL SENIOR LEADER REFERRAL

Room:	
Date:	
Student's Name:	
Time incident occurred:	
Adult making referral:	

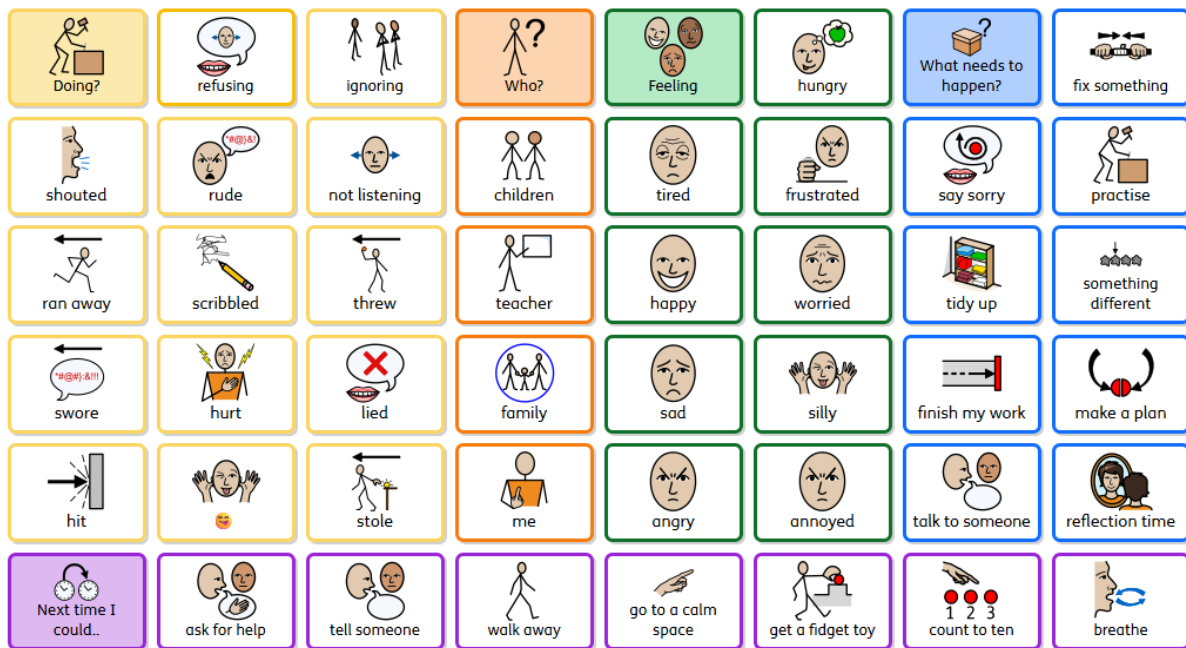
Not on task
Distracting others
Talking at inappropriate time
Inappropriate physical behaviour
Inappropriate verbal behaviour

Disrespect for property
Bullying
Theft
Other unsafe behaviour

Comments: _____

All referrals recorded on Compass.

Appendix 4: Restorative Conversations



Teachers will use the reflective questions to restore relationships through structured conversations:

- What happened?
- What were you thinking?
- Who has been affected by what has happened? In what way?
- What do you need to do to make things right?
- Do you need help to do this?