



Behaviour Management Policy

5 Hale Street | Beaconsfield WA 6162 | 9432 1000 | beaconsfieldps.wa.edu.au

Beaconsfield Primary School's Behaviour Management policy is developed in accordance with the Department of Education's *Student Behaviour in Public Schools Policy* (v2.2, 4 October 2018).

Rationale

We aim to provide a supportive, engaging and inclusive environment for all students, staff and parents to learn and work together towards both individual and community success.

Guiding Principles

Staff at Beaconsfield PS understand and believe that all student behaviour is:

- **Functional:** all student actions serve a purpose. There is always an underlying cause for any behaviour and this is addressed when dealing with a student's negative behaviour rather than the student as an individual.
- **Learnt:** students will replicate the behaviours they are taught and those that are regularly reinforced. This informs the school's Positive Behaviour Support system that explicitly teaches the school's behavioural expectations to all students from PP-6. Students will be given opportunities to correct their mistakes by being provided with opportunities to practise the expected behaviour.
- **Contextual:** students will behave differently in different environments, therefore we aim for a consistent approach in managing behavioural expectations across all areas of the school. We aim to create well-structured, supportive environments that allow all students to be their best every day.

These three principles are acknowledged by staff when managing student behaviour at either a preventative or reactive level. Staff's focus is on the student's behaviour rather than the student as an individual. Diversity in students' personal circumstances and/or background is also acknowledged, as staff intervention for behaviour could look different between students.

Positive Behaviour Support (PBS)

The goal of PBS is to create the optimum learning environment for all students by explicitly teaching the actions and behaviours that are expected in each area (context) of the school. These expectations are aligned to core values that are developed in consultation with students, staff and parents about what they believe it means to be a successful, engaged student at Beaconsfield PS. These values, contexts and expectations form the Expected Behaviour Framework (found on page 9 of this document). This framework is displayed in every class around the school and is the primary reference for expected behaviour in all contexts of Beaconsfield PS.

The school's values have been developed to set aspirational targets for all students in regards to their attitude, behaviour and effort. These values are:

- **Considerate** (building on respect for ourselves, others and equipment as well as thinking of others and other options)

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- **Courageous** (building on persistence and resilience while including the pursuit of personal excellence)
- **Community** (building on honesty and responsibility to make out groups, classes, year levels and school in general a better place)

These values fit together as our new school motto: We are a **considerate, courageous community**.

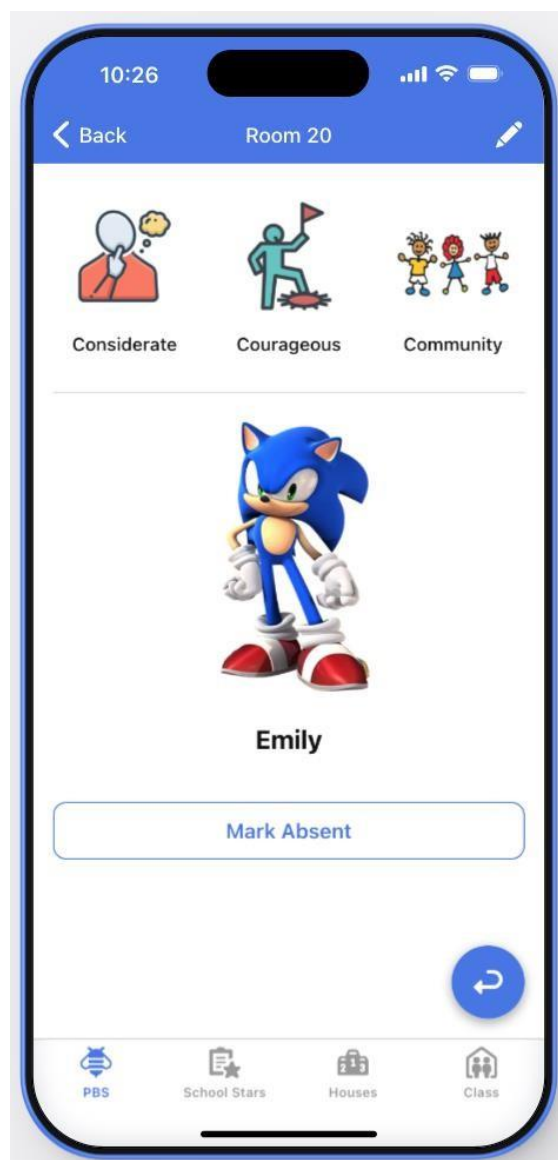
These values and expectations are actively promoted and acknowledged through various reward systems as well as being explicitly taught to all students from PP – 6. This involves classes coming together on odd-week Monday mornings to introduce and discuss the fortnightly expectation focus teaching schedule (Appendix B), as well as observing the expectation in action through modelled video clips. This focus expectation is the subject of targeted rewards and acknowledgements over the fortnight, along with all other expected behaviours. Posters and the framework are displayed around the school and in every class to ensure clarity and consistency of expectations for all students at Beaconsfield Primary School. Staff also regularly refer to the Expected Behaviour Framework to set behavioural standards or respond to negative behaviour.

PBS Points

Students demonstrating expected behaviour are recognised by staff through PBS Points through the Beaconsfield PBS App. Students earn PBS Points to try and achieve three different rewards:

- 1) Raffle prize draws at Community Assemblies
- 2) Pizza with the Principal – students who earn the most PBS Points across the school are invited to a special lunch with the Principal at the end of each term
- 3) Faction Reward Levels – Three tiers of rewards based on the Faction's aggregated PBS Points. Everyone in the Faction gets the reward when they achieve that level. The higher the level, the bigger the reward.

These reward levels are subject to change, however incentives both Faction and individual reward will always be utilised.



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Merit Awards

Students are recognised for demonstrating the school values with Merit Awards aligned to one of the three school values (left). The certificate will be presented at fortnightly Community Assemblies with a matching wristband that identifies that student as someone who demonstrates that particular value. Classroom teachers decide which students will be recognised at each assembly, however every student will receive at least one Merit Award.

“High Cs” Pin

Once a student has earned all certificates for all three values they are awarded the gold and enamel “High Cs” lapel pin. This identifies the student as one who consistently demonstrates all the school values. Students only receive the High Cs pin once they have received a Merit Award for all three values, ie: a student who receives three certificates for ‘Considerate’ and two for ‘Courageous’ will not earn their High Cs pin until they earn the certificate for ‘Community’. Students retain these certificates across school years until they have earned their High Cs pin, at which point they start the process over again. There is no limit to the number of certificates or pins a student can earn in their time at Beaconsfield PS.



The table on the following page outlines the rights and responsibilities of all stakeholders.

WHO	RIGHTS	RESPONSIBILITIES
	<ul style="list-style-type: none">• Are safe and supported in a friendly school environment• Are treated with care and respect	<ul style="list-style-type: none">• Establish positive relationships• Treat others with care and respect• Respect and accept individual differences• Ensure school environment is kept neat and tidy• Demonstrate and uphold school values – Considerate, Courageous, Community
Administrators	<ul style="list-style-type: none">• Are supported in developing and implementing the school's BMP by all community stakeholders	<ul style="list-style-type: none">• Ensure School Board endorses plan• Distribute information to parents about BMP and any future changes• Support staff to implement the BMP• Support staff in development of individual plans• Provide a link between parents and staff and facilitate parent/child/ teacher conferencing• Ensure consistency in the implementation and maintenance of behaviour management• Collate behaviour management data for regular analysis and feedback to staff

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Staff	<ul style="list-style-type: none"> • Cooperation and support from parents • Access to curriculum resources and training suitable for supporting students in building positive relationships, resiliency, safety and bullying prevention • Are informed of the school's BMP and given the opportunity to provide input • Access to professional learning in preventing and effectively managing behaviour • Administration support in implementing the school's BMP 	<ul style="list-style-type: none"> • Develop a sound understanding of the school's PBS values and expectations • Reference values and expectations within Expected Behaviour Framework when managing both positive and negative behaviour • Promote and model behaviour consistent with school values and expectations • Ensure sound organisation and planning, including time management to ensure appropriate supervision • Report to parents on progress of student behaviour – positive as well as the negative • Keep clear records of student behaviour, correctional strategies and parent meetings • With Administration assistance, develop individual plans for students as necessary • Respect confidentiality of all parties
Students	<ul style="list-style-type: none"> • Learn in a purposeful and supportive environment • Work and play in a safe, secure, clean and friendly environment • Are informed of the school's BMP • Provided with support to manage behaviour 	<ul style="list-style-type: none"> • Learn and follow expectations aligned to school values within the Expected Behaviour Framework • Take responsibility for their own behaviour • Consistently promote and remind others of school expectations • Stand up for the rights of themselves and others
Parents	<ul style="list-style-type: none"> • Expect children to be safe and provided with a supportive school environment and treated with respect • Be informed of behaviour management processes and decisions affecting their child's health and safety • Be informed of child's progress including behaviour standards • Be heard in an appropriate forum on matters related to the rights of their child 	<ul style="list-style-type: none"> • Support and encourage children to follow school values • Access and understand BMP • Ensure that the physical and emotional condition of their child is at optimum for effective learning • Ensure their child attends school punctually • Avoid lengthy conversations with staff in the morning or other inappropriate times – make an appointment to discuss detailed matters.

Managing Negative Behaviour

In dealing with both minor and major behaviour breaches, all staff employ a “no emotion, minimal verbal” approach and use restorative methods to re-engage students. Every effort is made to hear all sides of the story, identify the Minor negative and/or disruptive behaviours in class will be managed by classroom teachers with patience and understanding with the aim of creating the optimum learning environment. A member of Administration will be contacted in the event of a major breach of school values or if a student is not responding to intervention for minor behaviours.

The table below outlines these behaviours.

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Minor All Minor Behaviours are to be managed by the classroom/duty teacher. Repeated Minor breaches result in student being sent to Administration with a Blue Behaviour Reflection Slip.	Major Confirmed Major Behaviours result in student being sent to Administration with a Blue Behaviour Reflection Slip (Red Card to be used by classroom/duty teacher if staff, students or property are in immediate danger).
<ul style="list-style-type: none">- Calling out- Answering back- Property damage (also through neglectful actions)- Name calling- Offensive gestures- Low-level physical contact- Rough play- Ignoring instructions- Inappropriate language- Excluding others- Minor violation of Responsible Internet and Technology Agreement- Passing notes- Spreading silly rumours- Peer pressure- Refusal to follow instructions- Throwing items in class- Misuse of another's property	<ul style="list-style-type: none">- Bullying in any form (see elaboration below)- Intentional significant property damage- Physical abuse, threats or intimidation of staff/students (includes use of a weapon/projectile)- Verbal abuse, threats or intimidation of staff/students- Aggressive swearing/language- Obscene gestures- Theft- Destruction of another's property- Ongoing defiance- Spreading malicious/deliberately hurtful rumours- Major violation of Responsible ICT User Agreement- Offensive/inappropriate sexual language or behaviour- Graffiti

Any incident of a physical, discriminatory or sexual nature will always be referred to Administration as either as a Major Breach or for information purposes.

The following two pages outline the process for managing behaviour in the classroom and out in the playground.

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Classroom Behaviour Management Process

Level 1 – Creating a positive, supportive, engaging classroom environment

- Clear behavioural expectations in all areas of the school explicitly taught as outlined in the school's Expected Behaviour Framework
- Positive relationships between staff and students
- Active supervision by staff
- Praise/positive feedback both formal (Gold Slips, classroom reward systems) and informal (verbal)
- Consistent routines and processes
- Staff are well-prepared and organised

Level 2 – Initial response to minor negative behaviour

- Low Key Responses: minimal verbal feedback/redirection, proximity, pause, redirection, planned ignore, "the look", use of names.
- Private dialogue between staff and student/s involved, reminded of expected behaviour - Other in-class consequences

Level 3 – First formal response to minor negative behaviour

- First section of Behaviour Referral Form (Page 9) completed, ie: student name and repeated behaviour breach noted down. Accompanying strategies may include:
- Time out (within class)
- Student moved to another location in class with less chance of distraction/disruption

Level 4 – Final warning

Next section of Behaviour Referral Form filled out, made clear to student that further breaches lead to Administration referral. Accompanying strategies may include:

- Reflection time outside of class
- Partner Class: student sent to work in a nearby class for 10 – 20 minutes to re-focus before returning to their class.

Level 5 – Referral to Administration

Once de-escalated (if required), students interviewed by member/s of Administration in the aim of identifying and taking responsibility for their behaviour, then making amends.

Administration will:

- Record the details from the Behaviour Reflection Form on Integris with incident number
- Coordinate further actions and consequences, ie: reprimand, loss of privilege (reflection time in Administration Courtyard at recess/lunch), withdrawal or suspension (dependent on severity of behaviour)
- Inform parents by phone, in person and/or by sending home Behaviour Reflection form to be signed and returned
- Feedback outcome of referral to relevant staff

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Administration may:

- Consider in-school or at-home suspension
- Organise a Behaviour Management Plan for student in consultation with staff and parents
- Engage external agencies for assistance in repeated alarming behaviours
- Initiate loss of Good Standing process (see page 7)

Major negative behaviour (Page 4) to be referred to Administration immediately.

Playground Behaviour Management Flowchart

Level 1 – Creating a positive, supportive, engaging playground environment

- Staff actively circulating and monitoring designated area in hi-visibility vest
- Positive relationships between staff and students through regular interaction
- Staff equipped with Gold Slips to recognise students demonstrating expected behaviours
- Regular reminders of rules for different areas, ie: walking on paths, Year 3-6 on Bottom Oval, etc.
- Active supervision by staff
- Praise/positive feedback both formal (Gold Slips, classroom reward systems) and informal (verbal)
- Staff are organised and on duty on time

Level 2 – Initial response to minor negative behaviour

- Low Key Responses: minimal verbal feedback/redirection, proximity, pause, redirection, planned ignore, “the look”, use of names.
- Private dialogue between staff and student/s involved, reminded of expected behaviour
- Open discussion/mediation to solve problems in games

Level 3 – First formal response to minor negative behaviour

- First section of Behaviour Referral Form (Page 9) completed, ie: student name and repeated behaviour breach noted down. Accompanying strategies may include:
- Walk and Talk: student/s circulate with staff member on duty for 5 minutes and discusses issues affecting them as a cool-down method. Expected behaviours discussed on re-entry
- Time Out: Sitting out for 2-5 minutes nearby, expected behaviour discussed on re-entry

Level 4 – Final warning

Next section of Behaviour Referral Form filled out, made clear to student that further breaches lead to Administration referral. Accompanying strategies may include: - Walk & Talk/Time Out as in Level 3

Level 5 – Referral to Administration

Once de-escalated (if required), students interviewed by member/s of Administration in the aim of identifying and taking responsibility for their behaviour, then making amends.

Administration will:

- Record the details from the Behaviour Reflection Form on Integris with the accompanying incident number

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- Coordinate further actions and consequences, ie: reprimand, loss of privilege (reflection time in Administration Courtyard at recess/lunch), withdrawal or suspension (dependent on severity of behaviour)
- Inform parents by phone, in person and/or by sending home Behaviour Reflection form to be signed, returned and filed
- Feedback outcome of referral to relevant staff

Administration may:

- Consider in-school or at-home suspension
- Organise a Behaviour Management Plan for student in consultation with staff and parents
- Engage external agencies for assistance in repeated alarming behaviours - Initiate loss of Good Standing process (see page 7)

Major negative behaviour (Page 4) to be referred to Administration immediately.

Rationale

In July 2023, the Minister for Education released a statement “Standing together against violence”. The development of a Good Standing Policy is a mandatory requirement for all public schools in response to the increasing incidents of violence in schools; physical, verbal and emotional violence.

All public schools are also required to suspend/exclude students who fight or make intentional physical contact with other students or staff or disrupt the good order that is expected in public schools.

At Beaconsfield Primary School Good Standing is underpinned by the following key principles of restorative practice:

- Positive interpersonal relationships are a major influence on behaviour
- A culture of care supports all individuals in the school community
- Cultural receptiveness and responsiveness are key to creating learning communities based on mutual respect and inclusion
- A restorative approach leads to individuals taking responsibility for their behaviour

Good Standing at BPS

All students commence each term with good standing and retain this status while exhibiting behaviours that align with the school's High C's Framework and Positive Behaviour Expectations.

Loss of Good Standing

Loss of good standing occurs after a suspension or series of behaviours not aligned with the school's Behaviour Expectations. Loss of good standing could result in a loss of opportunities; excursions, carnivals, special events, camps etc. depending on timing and circumstances.

To maintain Good Standing at BPS, students must:

Meet attendance requirements

Follow the BPS Positive Behaviour Expectations

Not be involved in any major behaviour breaches including but not limited to:

Ø Verbal abuse of other students

Ø Verbal abuse of staff

Ø Threatening other students and or staff

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- Ø Intimidating other students and or staff
- Ø Cyberbullying at school
- Ø Damage to property
- Ø Physical abuse of other students and or staff (automatic suspension)
- Ø Breach of Mobile Phone Policy

It is recognised there are occasionally exceptional circumstances surrounding a student's demonstration of negative behaviours including students with a disability or additional needs.

Consideration of individual circumstances will be given in regards to loss of Good Standing. This decision is at the discretion of the principal.

Parent Contact

Parents will be contacted in the event of loss and when Good Standing is reinstated. In the event of a disagreement with the principal's decision to remove Good Standing status, families can email the principal and if they remain aggrieved, contact can be made to South Metropolitan Regional Education Office on 9336 9563.

Regaining Good Standing

Students will regain their Good Standing after negotiation with Administration, on a case-by-case basis. Good Standing can be re-instated after the student has demonstrated positive behavioural change, as decided by the principal.

Bullying

Bullying is defined by the Department of Education as;

"When an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may involve verbal, physical, relational and psychological forms of bullying. Teasing or fighting between peers is not necessarily bullying." Bullying can be an act of aggression or harassment causing embarrassment, pain or discomfort to another.

Bullying is varied in form: physical, verbal, non-verbal, gesture, extortion, exclusion and cyber. Bullying is an abuse of power. Bullying can be intentional or unintentional. Individuals or groups may be involved. Bullying may be overt and/or covert.

Bullying is not:

- Mutual conflict where there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for "retaliation" in a one-sided way.
- Social rejection or dislike – It is not realistic to think that every student must like every other student. Refusing to play with a particular child or, for example, not inviting them to a birthday party is not bullying, provided social rejection is not directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.
- Single episode acts of nastiness or meanness, or random acts of aggression or intimidation. The difference is that bullying is, by definition, action that happens on more than one occasion.

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Positive Behaviour Support Expected Behaviour Framework (2022)

We are a	CONSIDERATE	COURAGEOUS	COMMUNITY
	ALWAYS <ul style="list-style-type: none"> • I show 'Whole Body Listening' • I keep my hands and feet to myself • I use appropriate language and manners • I follow instructions from staff and visitors • I move promptly, quietly and safely 	<ul style="list-style-type: none"> • I have a growth mindset • I apply myself fully to all activities • I am honest with myself and others • I ignore distractions and those not displaying expected behaviour 	<ul style="list-style-type: none"> • I help others when I can • I follow school expectations when representing the school • I wear my full school uniform • I show appreciation and celebrate others
	IN THE CLASSROOM <ul style="list-style-type: none"> • I use constructive language with my peers • I take turns and share opportunities • I follow guidelines in the ICT User Agreement 	<ul style="list-style-type: none"> • I am open to different ideas and opinions • I use feedback to improve • I have a go at challenging tasks 	<ul style="list-style-type: none"> • I am organised and ready to learn • I help keep my classroom tidy and treat all property and equipment with care
	AROUND THE SCHOOL <ul style="list-style-type: none"> • I return to class on time • I use toilets and water fountains appropriately • I walk on paths 	<ul style="list-style-type: none"> • I try to solve playground problems before asking duty teachers for help • I include others in activities and games • I agree on and follow fair rules for games 	<ul style="list-style-type: none"> • I follow my year group's eating procedures • I pick up rubbish and place it in the appropriate bins • I play in my year group's designated areas