

# Positive Behaviour POLICY and PROCEDURES

2024-2025

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## RATIONALE

Hillarys Primary School is committed to providing a supportive environment for all members of the school community. Using the Zones of Regulation, staff and students will be able to recognise that everyone has the right to feel valued and safe. Hillarys will focus on being culturally responsive and inclusive while implementing positive behaviour support, restorative practices, and whole school approaches. Additionally, in fostering engagement with all students, students with diverse and complex needs are provided with an intensive, multi-tiered system of support (MTSS) and intervention, which may include a documented plan.

[Student Behaviour Policy in Public Schools Version 3.0](#)

## HILLARYS CODE OF POSITIVE BEHAVIOUR

Every member of our school community is expected to:

- establish and build positive connections with others
- develop empathy for others and understand relationships
- recognise and regulate their own emotions
- make responsible decisions
- work effectively with others
- cope with challenging situations constructively.

## RESTORATIVE APPROACHES

Restorative approaches are a way of thinking and interacting that puts relationships at the centre of all actions and decisions. Restorative approaches are empathetic, responsive to need, view conflicts as opportunities to learn and grow, and build accountability for actions and processes to repair harm.

## ROLES AND RESPONSIBILITIES OF TEACHERS

Our teachers have a Duty of Care to provide a safe, supportive learning environment, and are responsible for:

- adhering to the Hillarys Code of Behaviour
- participating in the development and implementation of the Positive Behaviour Policy and Procedures
- teaching of expected behaviour using the Zones of Regulation program
- establishing classroom expectations and environments that are consistent with our school policy
- fostering good student relationships and a positive classroom atmosphere
- delivering an inclusive, engaging learning program
- informing parents of behaviour policy and procedures
- revising this policy as required

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## MOBILE DEVICES

The Department of Education does not permit:

- use of mobile phones, smart watches or other personal communication devices in public schools unless for medical or teacher-directed educational purpose
- mobile phones to be on and must be “off and away all day” and smart watches must be set to aeroplane mode
- phone contact between parents and their children, this must occur through the office

Refer to [DoE Student Mobile Phones](#) in Public Schools Policy for more information

## RESOLVING CONFLICT

The staff use a restorative practices process that involves a series of questions that addresses the conflict between all parties. It provides an opportunity for students to participate in procedural fairness, take responsibility for their actions, and participate in a restorative approach that resolves the issue respectfully. Reflection sheets provide a clear standard of behaviour and a process for students to follow.

## CONSEQUENCES AND SANCTIONS FOR UNEXPECTED BEHAVIOUR

### The Use of Consequences

Hillarys Primary School is committed to maintaining a positive school environment with high expectations for student behaviour. Instances of unexpected behaviour are opportunities to learn, and practise expected behaviour. Appropriate management should be applied when students demonstrate unexpected behaviours.

**Tier 1 and Tier 2:** All staff will provide students with consistent, clear expectations of behaviour, and how unexpected behaviour will be managed. This process is to allow students to refocus and modify their behaviour through self-reflection, goal setting, and counselling.

**Tier 3:** Case management and MTSS are put in place for students complex needs and/or disability.

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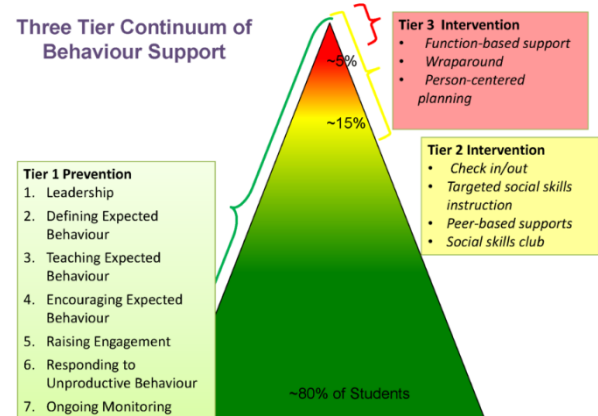
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<b>Tier 3 Intervention</b>	Intensive practices and systems for students whose behaviours have been documented as not responsive at Tiers 1 and 2. Individualised to the specific needs and strengths of the student., particularly those with complex needs and documented plans.
<b>Tier 2 Intervention</b>	Specialised practices and systems for students whose behaviours have been documented as not responsive at Tier 1. Generally provided in a standardised manner in small student groupings.
<b>Tier 1 Prevention</b>	Practices and systems for all students and staff implemented across all school settings.

Three Tier Continuum of Behaviour Support



See appendix for larger image

## Classroom Focus

The classroom teacher/specialist teacher assumes the responsibility of behaviour management in the classroom with the support of Administration when required. Explicit teaching of expected behaviours and routines provide all students with an understanding of appropriate, positive behaviour expectations and the management of unexpected behaviours. Staff should refer to Zones of Regulation Scope and Sequence for teaching points. Students with complex needs will be supported in the classroom according to their documented plans, which support inclusion and collaboration.

## Playground Focus

Playground behaviour management is the responsibility of all staff who assume Duty of Care, including Teaching Assistants. It covers the periods before school, at recess, at lunchtime and after school while students are leaving the school grounds. Direct teacher supervision is provided from 8:15 a.m. in a specified area before the start of school.

## Suspensions

Severe unexpected behaviour may result in suspension from school. However, part of this process ensures further support and case management is delivered to increase expected behaviours in students, and those

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with complex needs. When students return to school after a suspension, they should participate in a process that encourages them to take recognise their unexpected behaviour and to continue to work with staff to strengthen their self-regulation.

## Good Standing

At Hillarys Primary School, all students commence they year with good standing by exhibiting behaviours that align with the school's values and beliefs as articulated in the Positive Behaviour Policy and Positive Behaviour Matrix.

Loss of good standing occurs after a suspension or series of behaviours that breach the behaviour policy and matrix.

These behaviours may include, but are not limited to:

- In school or out of school suspension
- Bullying (including cyberbullying)
- Inappropriate use of technology
- Being referred to the office or losing reward play for poor classroom and/or playground behaviour more than 3 times in a term
- Any other severe breach of our values.

Students who breach the behaviour policy and matrix will:

- Have privileges removed, including participating in interschool sporting events, extra-curricular activities, and graduation activities.
- Have a discussion with the student and/or their parent/carer to highlight the issues that led to the loss of good standing.

## ***Re-instatement of Good Standing will occur:***

- after the development of an individual behaviour plan focusing on the identified areas for improvement citing strategies, milestones, and desired outcomes, or
- after such period as decided by the Principal.

## Individual Difference

The Good Standard Policy is provided to maintain consistency in our decision-making process. It is important to note that other factors will be considered when making the decision to revoke Good Standing, including if:

1. There are extenuating circumstances
2. A student has complex needs
3. There was a significant period of positive behaviour since the previous negative behaviours



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## COMMUNICATING TO PARENTS ON STUDENTS' BEHAVIOUR

The involvement of parents in supporting positive student behaviour is vital. Regular positive communication with parents and carers, rather than only when their child demonstrates unexpected behaviour, helps build this support base. Any student who is involved the restorative process and completes a reflection sheet will have the opportunity to discuss this personal reflection at home with their parent/carer.

Positive student behaviour is acknowledged by:

- Verbal encouragement by school staff to students individually, in classes, and cohorts.
- Merit Awards
- Values Certificates
- Special recognition
- Emails and phone calls to parents from teachers
- Reward Play of 10 minutes extra play time during the week. If a child misses out on three Reward Plays within a term, an additional loss of break time for a reflection and counselling will follow

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Hillarys Primary School			
POSITIVE BEHAVIOUR MATRIX			
<i>Informing the school community of expected behaviours</i>			
	RESPECT	RESPONSIBILITY	CARE
<b>ALL THE TIME</b>	Use manners Respond politely when someone greets you Be accepting of people's differences and ideas Celebrate successes	Be honest Use a growth mindset Negotiate with others Act safely Listen actively Use hands, feet and objects safely	Be supportive Be kind and considerate Co-operate and collaborate Help others in need
<b>LEARNING SPACES</b>	Treat everyone with respect Allow others to learn Wait for your turn to speak Use whole body listening	Follow class rules Participate Be organised and ready to learn Listen to and follow instructions Use technology safely and appropriately Stay out of classrooms during breaks	Speak kindly Encourage classmates Take care of personal and school property Handle ICT devices appropriately and with care
<b>BEFORE AND AFTER SCHOOL</b>	Walk bikes, skateboards and scooters through the school Be punctual Put bags and belongings in the appropriate places	Be safe when arriving and leaving the school Use the crosswalks Stay out of the carparks Before 8:15am: Sit with a parent or go to the waiting area After 8:30am: Wait outside your block	Treat the school environment with care
<b>INCURSIONS AND EXCURSIONS</b>	Use whole body listening Follow the rules of the places you are visiting Respect members of the public	Represent the school with pride Stay in allocated groups and areas Listen to and follow instructions	Acknowledge performances appropriately Thank providers of the incursion or excursion Leave the environment as we found it
<b>OUTSIDE</b>	Walk quietly around the school buildings Play games to the agreed rules Play fairly	Sit to eat or drink in eating areas Wait to be dismissed from the eating area at lunchtime. Put rubbish and recycling in the correct bins Play in the designated areas Move around the school safely Find a duty teacher if needed	Wear a hat or play in the shade or under cover during lunch and recess Model correct behaviour to peers Look after personal property Use equipment as it is meant to be used and return after use

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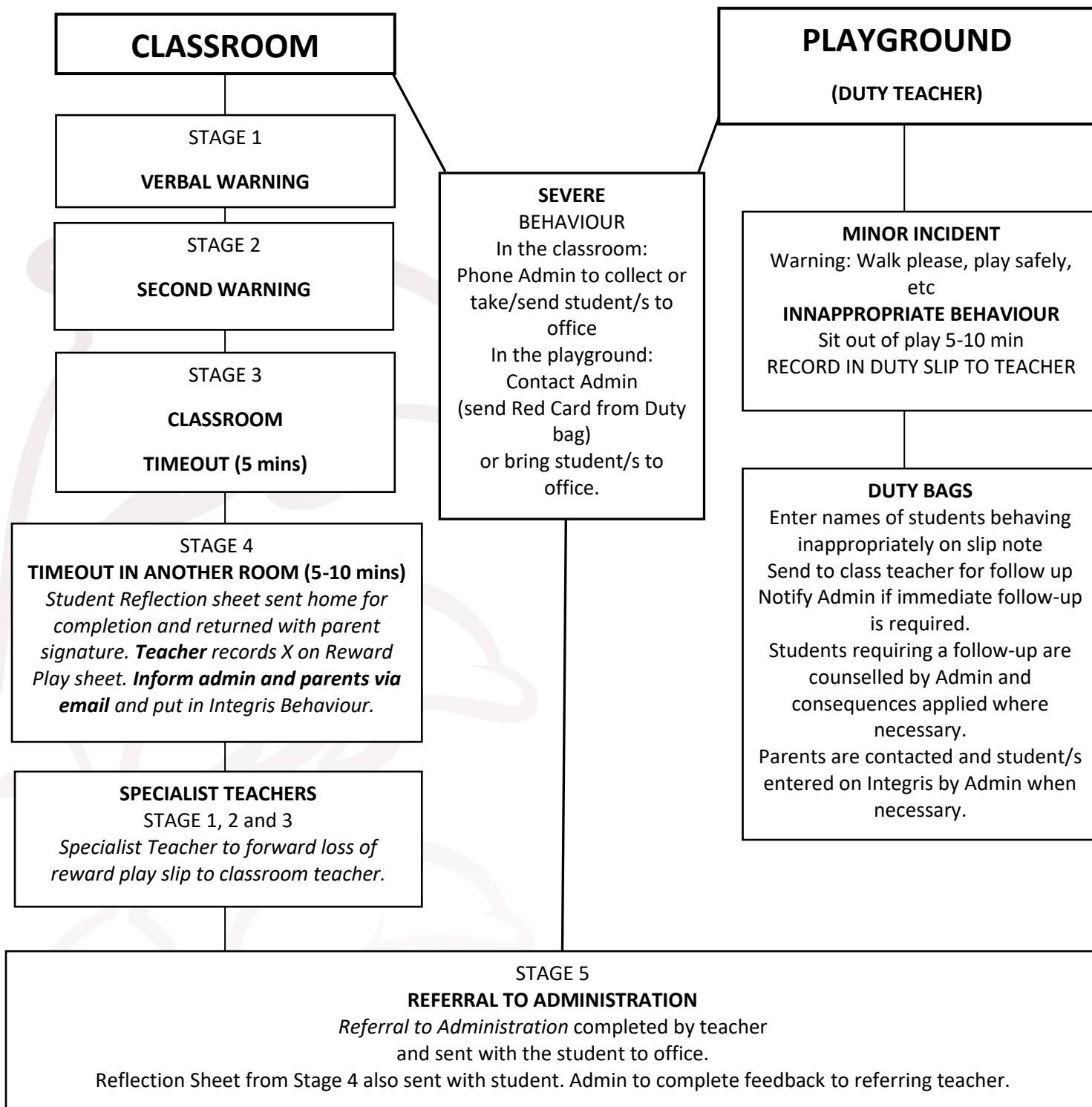


### BEHAVIOUR POLICY

#### POSITIVE BEHAVIOUR SUPPORT PROCEDURE

Tier 1 and 2 Students

Tier 3 Students require a Behaviour Support Plan (BSP)



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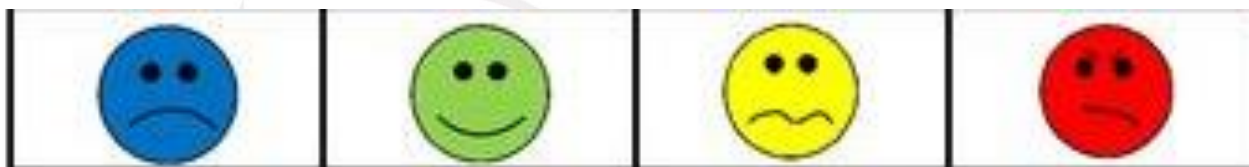


## POSITIVE BEHAVIOUR SUPPORT PROCEDURE Student Reflection (PP-Year 2)

Name:	Class:	Date:
<p align="center"><b>Hillarys Primary Code of Behaviour</b></p> <p align="center">We treat others with consideration and respect. We behave safely and responsibly. We are always in the right place at the right time. We take care of property, equipment and the school environment.</p>		

What happened? (Talk through with teacher and/or parent)


What Zone were you in at the time?



Who has been affected by what happened? In what way? (Draw pictures)

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What do you think you need to do to make things right? (Talk through with teacher and/or parent)

I will

*This section should be filled in by the teacher and the Reflection sheet kept as a record of behaviour.*

Teacher:
Contact with parent? YES: Phone call <input type="checkbox"/> Note <input type="checkbox"/> Email <input type="checkbox"/> Face to face <input type="checkbox"/>
Further follow up / comments



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## POSITIVE BEHAVIOUR SUPPORT PROCEDURE Student Reflection (Years 3 - 6)

Name:	Class:	Date:
<b>Hillarys Primary Code of Behaviour</b> We treat others with consideration and respect. We behave safely and responsibly. We are always in the right place at the right time. We take care of property, equipment and the school environment.		

What happened? What were you thinking at the time?


What Zone were you in at the time?



Who or what did I affect with my behaviour?

<input type="checkbox"/> Myself	<input type="checkbox"/> My Class	<input type="checkbox"/> My Teacher	<input type="checkbox"/> Other Students
<input type="checkbox"/> Someone's Property	<input type="checkbox"/> My Property	<input type="checkbox"/> The School Environment	<input type="checkbox"/> Other Adults

What do you think needs to happen to make things right?


***This section should be filled in by the teacher and the Reflection sheet kept as a record of behaviour.***

Teacher:
Time Out Reflection talked through with student? YES <input type="checkbox"/> NO <input type="checkbox"/>
Contact with parent? YES: Phone call <input type="checkbox"/> Note <input type="checkbox"/> Email <input type="checkbox"/> Face to face <input type="checkbox"/>
Further follow up / comments

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### Referral to Administration

This **Significant Behaviour Concern** has been referred to Admin by: \_\_\_\_\_

Student's Name:	Class:	Date:
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### HILLARYS PRIMARY SCHOOL CODE OF BEHAVIOUR

Every member of our school community is expected to treat others with consideration and respect, behave safely and responsibly, and take care of property and the school environment.

#### BEHAVIOURS DISPLAYED BY STUDENT:

<input type="checkbox"/> Constant talking at inappropriate times	<input type="checkbox"/> Distracting others from tasks
<input type="checkbox"/> Calling out at inappropriate times	<input type="checkbox"/> Off-task behaviour
<input type="checkbox"/> Teasing/threatening other students	<input type="checkbox"/> Failing to follow teacher's instructions
<input type="checkbox"/> Unsafe behaviour	<input type="checkbox"/> Displaying rudeness/bad manners
<input type="checkbox"/> Entering or leaving class without permission	<input type="checkbox"/> Verbal abuse or swearing
<input type="checkbox"/> Graffiti	<input type="checkbox"/> Vandalism of personal property
<input type="checkbox"/> Making distracting noises or comments	<input type="checkbox"/> Vandalism of someone else's property
<input type="checkbox"/> Other:	
<input type="checkbox"/> Other:	

#### POSITIVE BEHAVIOUR SUPPORT: CONSEQUENCES ALREADY APPLIED (Please tick)

	STAGE 1	Verbal warning
	STAGE 2	Second warning Teacher records student's name
	STAGE 3	Classroom Time Out Student removed to designated area within the classroom.
	STAGE 4	Nearby Room Time Out Student sent to designated Nearby Room to complete a Reflection sheet.
	STAGE 5	Referral to Administration Student brings Reflection sheet to discuss with Admin.

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### Parent Acknowledgement of Behaviour Concern Notification

Dear Parent/Carer,

Our school has agreed to inform parents when there is a significant breach of the school's Code of Behaviour. With each consequence, there is time for reflection and the chance to decide to make better behavioural choices.

Please discuss these issues with your child before signing and returning this acknowledgement slip to me tomorrow.

Please contact me if you would like any further information or discussion.

Thank you for your support,

\_\_\_\_\_  
Signature: \_\_\_\_\_

*I have read and discussed the contents of the above notification with my child,*

\_\_\_\_\_  
Name: *(please print)* \_\_\_\_\_

Signature: \_\_\_\_\_

Comment: .....  
.....  
.....  
.....  
.....

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## SIGNIFICANT BEHAVIOUR CONCERN

### Administration feedback for referring teacher

*To be filled out by Admin, stapled to signed Referral sheet and put into referring teacher's pigeonhole.*

Student:	Class:	Date:
Referring Teacher:		
Administrator:		
<input type="checkbox"/>	Time Out Reflection talked through with student	
<input type="checkbox"/>	Direct contact with parent	
<input type="checkbox"/>	Notification sheet signed by parent	
<input type="checkbox"/>	Entered into Integris	
<input type="checkbox"/>	Second reflection sheet talked through with student	
<input type="checkbox"/>	Detention	
<input type="checkbox"/>	Suspension	
<input type="checkbox"/>	Other:	
Comments / further follow-up		

## DUTY FILE FOLLOW-UP

*Administration feedback for class teacher*

Student:	Class:	Date:
Other student/s:	Class/es:	
Referring Teacher:		
Administrator:		
<input type="checkbox"/>	Student/s counselled	
<input type="checkbox"/>	Other:	
Comments / further follow-up		



### APPENDIX

#### Three Tier Continuum of Behaviour Support

