



Learning · Thriving · Leading

Behaviour Management Policy

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Policy Statement

At Broome North Primary School (BNPS), we are committed to creating a positive, safe, and inclusive learning environment where every student, staff member, and parent feels heard, valued, and respected. We recognise that strong relationships, consistent routines, and the explicit teaching of social skills, expected behaviours, and social-emotional learning are essential to student success.

Guided by Positive Behaviour Support in School (PBS) and the Berry Street Education Model, we prioritise a holistic, trauma informed practice and values-based approach to behaviour support, building students' capacity to regulate emotions, persist through challenges, and engage meaningfully in their learning. In partnership with families and the wider community, we celebrate the strengths and achievements of our students; while supporting them to take responsibility for their actions and understand the impact they have on others.

At BNPS, we uphold high expectations through equitable, fair, and trauma-informed strategies that reflect the diverse needs of our students and school community. Our behaviour support practices are grounded in unconditional positive regard and restorative approaches, underpinned by our school-wide values of Responsibility, Respect, and Resilience. Through these efforts, we nurture a culture of safety, belonging, and growth for all.

Principles

At Broome North Primary School (BNPS), our Behaviour Management Policy is guided by a commitment to student wellbeing, proactive support, and restorative practices. We believe that all students can learn expected behaviours when they are explicitly taught, supported, and provided with consistent, positive approaches.

Our key principles include:

- ✓ Student Wellbeing & Early Intervention: We focus on preventing unproductive behaviour through proactive strategies and timely support.
- ✓ Strength-Based Approach: We build on each student's strengths to support behaviour and learning.
- ✓ Engaging Curriculum: Meaningful, high-quality programs promote participation, success, and positive behaviour.
- ✓ Explicit Behaviour Teaching: Expected behaviours are taught consistently through a whole-school approach.
- ✓ Utilise a suite of trauma informed, strength-based strategies for engaging all students with learning.
- ✓ Tiered Support (MTSS): Staff use tiered responses to match support to student needs.
- ✓ Restorative Practices: We use restorative approaches to help students learn from their actions and rebuild relationships.
- ✓ Duty of Care: Staff consistently manage behaviour to ensure a safe, supportive environment.
- ✓ Staff Support: Ongoing training and coaching help staff build their capacity.
- ✓ Support for Complex Needs: Targeted interventions are provided for students needing higher levels of support.
- ✓ Culturally Responsive Practice: Staff refer to the Cultural Standards Frameworks to support Aboriginal and Torres Strait Islander students.
- ✓ Accountability: Staff use evidence-based strategies, keep accurate records, and seek support when needed.

At BNPS, behaviour management is not about punishment but about teaching, restoring, and growing. We aim to foster a safe, inclusive environment where every student can thrive.

School Expectations & Values

At Broome North Primary School, our school rules are aligned with our core values and behavioural expectations. These are developed in consultation with teaching staff and the student leadership team to reflect our school community and ensure student voice is embedded. Positive Behaviour Support school overarching expectations.

- ✓ **Be Your Best,**
- ✓ **Be Responsible,**
- ✓ **Be Respectful,**
- ✓ **Be Resilient.**

Our whole-school approaches, PBS and Berry Street Model are focused on building the capacities students need to thrive academically, socially, and emotionally. These capacities are developed across the five domains of:

- **Body** – Supporting students with strategies to regulate their stress responses and improve physical and emotional self-awareness.
- **Stamina** – Strengthening students' capacity for sustained effort, attention, and learning stamina.
- **Engagement** – Building motivation, positive emotions, and a sense of purpose in learning.
- **Character** – Developing integrity, empathy, and a growth mindset.
- **Relationships** – Fostering strong, safe, and respectful connections between students and staff.

These domains are explicitly taught, modelled, and reinforced across all learning areas and settings to ensure students are equipped with the skills to regulate themselves, relate positively to others, and engage fully in their learning journey.

PBS Expectation	Aligned Berry Street Domain(s)	Explanation
Be Your Best	<i>Stamina, Engagement, Character</i>	Encourages students to persist, stay motivated, and strive for growth. BSEM teaches students how to sustain learning and connect with purposeful goals, building character traits like determination and self-belief.
Be Responsible	<i>Body, Stamina, Character</i>	Responsibility includes emotional regulation (Body), follow-through (Stamina), and integrity (Character). Students learn to manage themselves and their choices thoughtfully.
Be Respectful	<i>Relationships, Character</i>	Respect is taught through the BSEM focus on empathy, compassion, and safe, positive relationships. It involves understanding others and acting with kindness and fairness.
Be Resilient	<i>Body, Stamina, Engagement, Relationships</i>	Resilience is deeply connected to stress regulation, sustained effort, and connection. BSEM supports students to bounce back from challenges, stay connected, and re-engage with learning.

Rights and Responsibilities

At Broome North Primary School, we believe that all members of the school community have rights and responsibilities to ensure that our school is a safe and positive learning environment.

Who	Rights	Responsibilities
Students	<ul style="list-style-type: none"> ✓ Learn and play in a safe, supportive, friendly, and well-maintained environment. ✓ Be respected ✓ Be heard ✓ Treated equitably 	<ul style="list-style-type: none"> • Display respectful, courteous and honest behaviour • Behave in a way that ensure the safety and wellbeing of themselves and others • Take/accept responsibility for their own behaviour • Support the school environment to be safe and maintained • Ensure they are punctual and prepared • Display appropriate etiquette online
Staff	<ul style="list-style-type: none"> ✓ Be respected ✓ Teach in a safe, well-maintained environment ✓ Teach in a non-disruptive environment ✓ Receive respect and cooperation from colleagues, parents/guardians and students ✓ Work within a team. ✓ Be provided with supports to build their capacity as a teacher 	<ul style="list-style-type: none"> • Model respectful, polite and honest behaviour • Be punctual and organised • Facilitate an engaging, differentiated curriculum to meet the needs of all students • Establish respectful relationships with all members of the school community
Guardians	<ul style="list-style-type: none"> ✓ Be informed of policy, procedures and decision-making processes which impact their child. ✓ Be involved in the decision-making process ✓ Be informed of their child's progress ✓ Be heard in an appropriate forum on matters related to the rights of their child's education ✓ Be able to access quality education for their child ✓ Be treated with courtesy and honesty 	<ul style="list-style-type: none"> • Model and communicate in a respectful, courteous, and honest manner • Ensure their child/ren attend school regularly • Inform staff of any concerns regarding their child's health and welfare that may impact upon learning • Ensure their child's health and welfare is at an optimum for learning • Provide appropriate materials required for learning • Support the school in promoting positive and respectful behaviours in person and online • Inform the school of changes in their child's circumstances

Playground Duty

- While on duty, **teachers must wear a hat and high-visibility vest**, and if possible, carry a **mobile phone** for communication with Admin. If a phone is unavailable, a runner should be sent to the office in the event of an incident.
- **All incidents must be recorded in Compass** by the duty teacher, and the **class teacher must be notified**.
- **Playground behaviour consequences** are determined by the duty teacher, using the [behaviour response chart](#) as a guide and considering the **severity of the behaviour**.

In the event of a severe incident or emergency one of the following should be implemented for an immediate response:

- Phone call to Office - 91953000
- Phone call to Deputy Principal mobile phone.
 - Anne (Yr 3-6) 0429469220
 - Di (Yr K-2) 0400832514
 - Ken (All) 0409202589

BE YOUR BEST			
	We are RESPECTFUL	We are RESPONSIBLE	We are RESILIENT
Whole School Community	<ul style="list-style-type: none"> • Be kind to yourself and others (use manners) • Use appropriate language • Respond respectfully • Follow instructions of staff • Keep hands, feet and objects to yourself • Work cooperatively with others • Listen attentively • Take care of belongings and property of others • Take care of school environment and equipment 	<ul style="list-style-type: none"> • Arrive on time to school and classes • Own your actions and words • Use equipment safely • Walk on hard surfaces and inside buildings • Report problems to a teacher immediately • Play games by the negotiated rules • Play in designated areas • Wear hats outside 	<ul style="list-style-type: none"> • Keep trying and don't give up • Bounce back positively • Accept the rules when playing games • Show positive sportsmanship
Learning Spaces	<ul style="list-style-type: none"> • Put your hand up to speak • Use inside voice • Allow others to learn 	<ul style="list-style-type: none"> • Be prepared for the day and organised for each lesson • Participate in learning activities • Focus on the given task • Ask questions and seek feedback • Keep desks and drawers tidy 	<ul style="list-style-type: none"> • Attempt to solve problems and try a different way to solve a problem

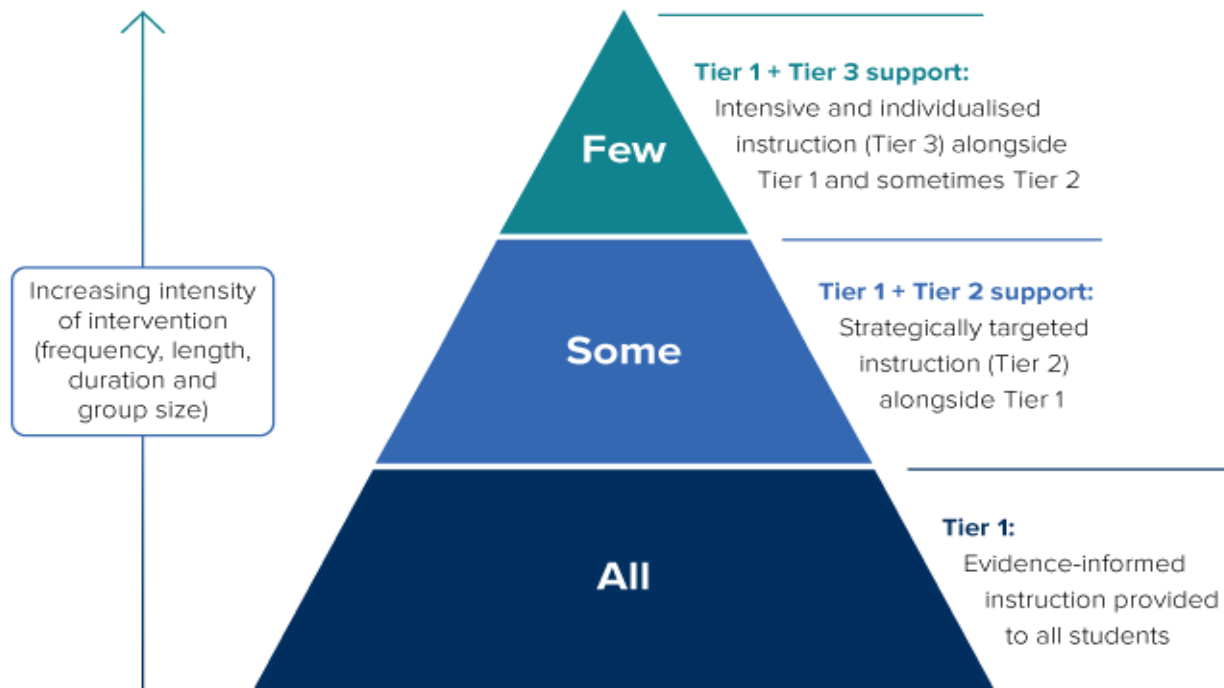


**Broome North Primary
School**

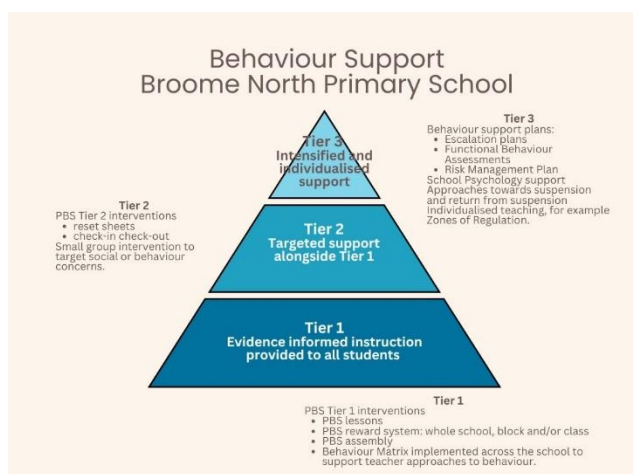
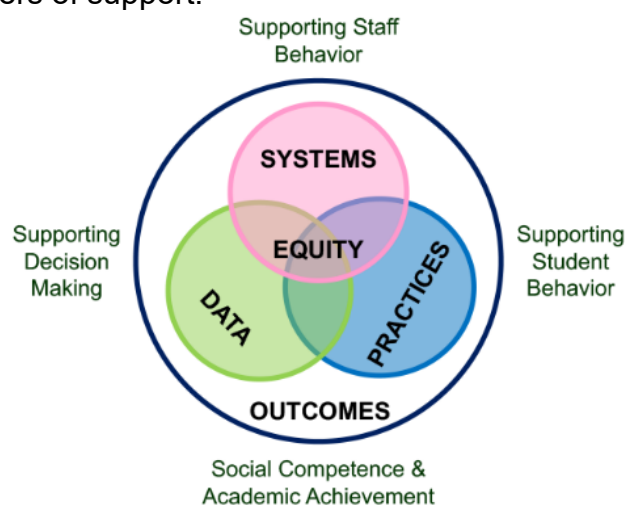
Behaviour Expectations

Multi-Tiered Systems of Support

Multi-tiered system of support (MTSS) is a proactive and preventative framework that integrates data and instruction to maximise student achievement and support students' social, emotional, and behavioural needs from a strengths-based perspective. MTSS offers a framework for educators to engage in data-based decision-making related to program improvement, high-quality instruction and intervention, social and emotional learning, and positive behavioural supports necessary to ensure positive outcomes for districts, schools, teachers, and students. MTSS offers a continuum of support for students, from Tiers 1 to 3, as illustrated below.



BNPS incorporates an MTSS approach to behaviour support. Please see below for a visual outline of support provided across the tiers of support.



Other initiatives to support and reinforce expected behaviour:

- Communication to family regarding expected behaviour
- Merit certificates.
- Good standing. Please see the [Good Standing policy](#) for details

School Approach to Behaviour: Positive Behaviour Support (PBS)

BNPS is a PBIS & Berry Street Model school. Both Positive Behavioural Interventions and Supports (PBIS) and Berry Street Model is an evidence-based, tiered frameworks for supporting *students'* behavioural, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves and Berry Street Model improves social emotional competence, academic success, and school climate.

PBIS has five elements that are inter-related and support the effective implementation of a PBIS system: equity, systems, data, practices, and outcomes.

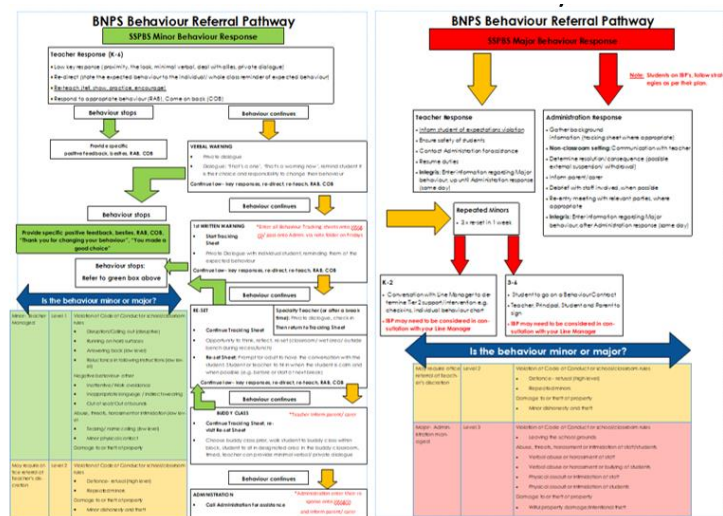
Please see the Broome North PS PBIS handbook for more information, including the

Behaviour Matrix.

Broome North Primary School Behaviour Expectations			
BE YOUR BEST			
	We are RESPECTFUL	We are RESPONSIBLE	We are RESILIENT
Whole School Community	<ul style="list-style-type: none"> Use manners such as please and thank you Be kind to yourself and others Respond respectfully Use appropriate language Follow instructions of staff Keep hands, feet and objects to yourself Work cooperatively with others Listen attentively Take care of belongings and property of others Take care of school environment and equipment 	<ul style="list-style-type: none"> Arrive on time to school and classes Own your actions and words Be prepared for the day Use equipment safely Walk inside buildings and on pathways Report problems to a teacher immediately 	<ul style="list-style-type: none"> Keep trying and don't give up Rebound back positively
Learning Spaces	<ul style="list-style-type: none"> Put your hand up to speak Use inside voice Ask before using other's property Return borrowed items or equipment to the right place Follow others to learn 	<ul style="list-style-type: none"> Be prepared and organised for each lesson Participate in learning activities Focus on the given task Ask questions and seek feedback Keep desks and drawers tidy 	<ul style="list-style-type: none"> Try a different way to solve a problem
Outside Areas	<ul style="list-style-type: none"> Play games by the rules Take turns What rubbish in the bin Walk quietly during learning time 	<ul style="list-style-type: none"> Negotiate rules before playing a game Play in designated areas Wait quietly in line for equipment Wash hands outside 	<ul style="list-style-type: none"> Accept different opinions when playing games Attempt to solve problems Follow positive sportsmanship



Behaviour referral pathways



Procedures for Positive Behaviour

At Broome North Primary School, we aim to regularly and purposefully acknowledge the strengths and celebrate the successes of our students. Below is a list of ways students at Broome North Primary School will be acknowledged for displaying and maintaining appropriate behaviour:

- **Classroom rewards** - All teaching staff will establish a classroom reward system that is relevant to the needs and phase of development of their students.
- **Office Visit (Blue Slip)** - Students may be sent to the Principal or Deputy Principal for good work or behaviour. Students need to be given a blue slip to take with them. These are kept by the Deputy Principal.
- **Merit Certificates** - Students who have maintained good behaviour or shown improvements over a sustained period will be awarded with a Merit Certificate at the school fortnightly assembly.
- **Record Keeping** - Teachers and Administration will record positive behaviour of students on Compass.
- **Parent Communication** - Teachers and Administration will place high importance on acknowledging positive behaviour of students by informing parents/guardians via phone calls, evidence files, work samples, conversations, meetings, formal interviews, communication books, etc. These should be recorded on Compass.

Procedures for Responding to Unproductive Behaviours

Broome North Primary School firmly supports the right of both students and staff to learn and work without being impeded by disruptive or inappropriate behaviour. No one has the right to hinder the progress of others. To achieve this, school staff will adopt a consistent approach to eliminating disruptive behaviours.

The most effective consequences are predicated upon a quality educational program and a positive classroom environment. School staff need to employ an array of preventative and de-escalation strategies that will reduce the likelihood of inappropriate behaviour occurring. These preventative strategies can include:

- **“Winning Over”** strategies – greeting students at the door, showing personal interest, using humour.
- Responsibility of the teacher(s) to be well prepared, organised and have clearly defined outcomes that are relevant to all students.
- Use a variety of Instructional Skills and Strategies – Refer to *Classroom Management Chapter 6* by Peter Smilanich and *Co-operative Learning* by Barrie Bennet.
- Track and record behaviours on Compass - Frequent updates to Parents/Caregivers on progress of students.
- Following a behaviour management process from Low Key preventative and responding techniques through to Choices and Individual Behaviour Management Plans.
- Whole school and classroom **reward systems** are used regularly to reward positive behaviours.
- Expectations are explicitly taught and rewarded using PBiS app.

In the event that inappropriate behaviour occurs the following whole school process will occur: [Behaviour process.](#)

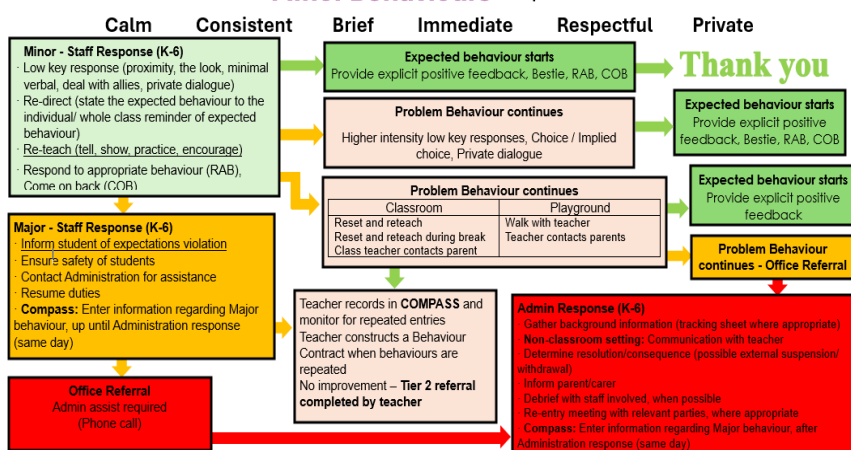


Behaviour Referral Process Responding to Unproductive Behaviours

Proactive Strategies (Prevent Behaviour Issues)

- ✓ **Clear Expectations** – Establish and explicitly teach behaviour expectations.
- 15 min less each week
- ✓ **Engagement Strategies** – Use Engagement Norms and control movement/transitions to minimise disruptions.
- ✓ **Positive Reinforcement** – Acknowledge and reward positive behaviour frequently.
- PBiS app.

Minor Behaviours - Response is



Behaviour Referral Process Responding to Unproductive Behaviours

Level	Minor - Teacher managed behaviours	Response
1	Violation of Code of Conduct or school/behaviour rules <ul style="list-style-type: none"> Disrespectful talking or behaviour Swearing or foul language Swearing back (low level) Disruption or interfering with others (low level) Negative behaviour - other <ul style="list-style-type: none"> Interruption that annoys Out of seat out of place Abuse, threats, harassment or intimidation (low level) Swearing (not calling low level) Minor physical contact Damage to or theft of property Minor safety issues 	1st Step <ul style="list-style-type: none"> Re-direct (whole class) Re-direct Clear signals Re-teach <ul style="list-style-type: none"> Walk with teacher Re-teach Re-teach (individual) Specific feedback Behaviour contract
2	Violation of Code of Conduct or school/behaviour rules <ul style="list-style-type: none"> Disruption - verbal high level Disruption Damage to or theft of property Minor safety issues 	2nd Step <ul style="list-style-type: none"> Re-direct (whole class) Re-direct Specific feedback Behaviour contract Re-teach <ul style="list-style-type: none"> Walk with teacher Re-teach Re-teach (individual) Specific feedback Behaviour contract

Behaviour Referral Process Responding to Unproductive Behaviours

Level	Behaviour that may require Office Referral at Teacher discretion	Response
3	Violation of Code of Conduct or school/behaviour rules <ul style="list-style-type: none"> Disruption - verbal high level Disruption Physical assault or intimidation Swearing Damage to or theft of property Minor safety issues Disruption - verbal high level Disruption Damage to or theft of property Minor safety issues 	3rd Step <ul style="list-style-type: none"> Re-direct Re-direct (individual) Clear signals Specific feedback Walk with teacher Re-teach Re-teach (individual) Specific feedback Behaviour contract Re-teach (whole class) Re-teach (individual) Specific feedback Behaviour contract Re-teach (whole class) Re-teach (individual) Specific feedback Behaviour contract

Behaviour Referral Process Responding to Unproductive Behaviours

Level	Minor - Admin managed behaviours	Response
4	Violation of Code of Conduct or school/behaviour rules <ul style="list-style-type: none"> Disruption - verbal high level Disruption Physical assault or intimidation Swearing Damage to or theft of property Minor safety issues 	Teacher responds until handed over to Admin <ul style="list-style-type: none"> Request for assistance (Admin) Removal of students (or class removed)
5	Possession, use or supply of restricted / illegal substance <ul style="list-style-type: none"> Violence Abuse, threats, harassment or intimidation of staff or students Swearing Disruption - verbal high level Disruption Damage to or theft of property Minor safety issues 	Teacher responds until handed over to Admin <ul style="list-style-type: none"> Request for assistance (Admin) Removal of students (or class removed)

Classroom Management Strategies

At Broome North Primary School, we believe that calm, consistent classrooms are the foundation for strong learning. When expectations are clear and routines are predictable, students feel safe, settled and ready to engage.

A key part of this is our use of **low-key responses**. These are simple, respectful strategies that teachers use to address minor behaviours early, before they escalate or disrupt learning. Rather than drawing unnecessary attention, staff respond calmly and consistently, keeping the focus on learning while supporting students to get back on track. This approach helps maintain dignity, builds positive relationships, and reinforces clear expectations across the school.

Alongside this, we use a consistent set of **engagement norms** in every classroom. These include clear attention signals, active participation, and routines that support students to listen, respond and stay involved in their learning. When these practices are used consistently, students know what is expected and can move confidently between classrooms with the same routines in place.

Together, low key responses and strong engagement norms create classrooms that are calm, focused and purposeful. This consistency across the school supports all students to succeed, both academically and socially.

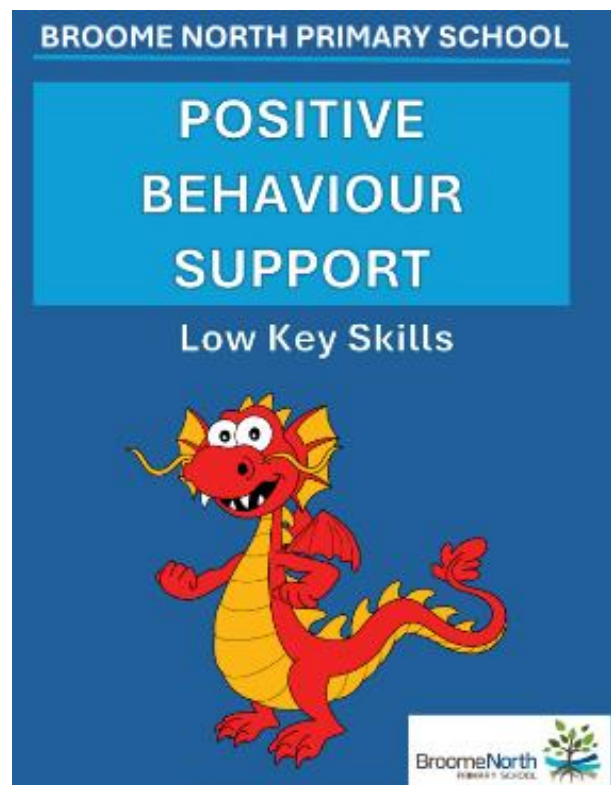
These include strategies such as:

- Gesture cues
- The look
- Proximity
- Planned pauses
- Smart ignoring
- Name reminder

These low-key strategies are drawn directly from the **Classroom Management Strategies (CMS)** framework, which underpins our whole school behaviour approach. They allow teachers to maintain control of the learning environment while preserving the dignity of all students. Importantly, they help build student self-awareness and promote a calm, safe space where expectations are clear and consistent.

The use of low-key responses aligns with our schoolwide Positive Behaviour Support and ensures a consistent approach across all classrooms.

For more guidance, staff are encouraged to refer to our [Low-Key Response Handbook](#), which outlines examples, explanations, and tips for using these strategies effectively.



Restorative and Trauma Informed Approaches to Behaviour

Restorative approaches in education is a way of thinking and interacting that puts building and restoring relationships at the centre of all actions and decisions. Restorative approaches are empathic, responsive to need, view conflict as opportunities to learn and grow, and build accountability for actions and processes to repair harm, re-establish safety and rebuild relationships. The restorative approach helps students learn through understanding the impact of their behaviour on others by hearing from other students, staff and families about how they have been affected by what happened.

Consistent staff practice, Staff will:

- prioritise calm, respectful interactions at all times
- use low key responses to prevent escalation
- address behaviour early and consistently
- ensure students are regulated before engaging in discussion
- maintain predictable routines and clear expectations
- uphold dignity for all students

Affective statements

Affective statements are personal expressions of emotion that show how someone's actions affect others to encourage empathy, build emotional awareness, and promote respectful communication. These are “I” statements, both positive and negative, that communicate how a student's behaviour makes a staff member feel and how it impacts others.

Examples:

- I feel frustrated when the class is loud because I can't teach effectively.
- I felt really proud when you helped your classmate.
- It upset me when you walked away while I was talking because I felt ignored.

Restorative conversations

When behaviour occurs, staff use structured restorative conversations to support reflection and accountability.

Focus of conversations:	Key Principles to remember
1. <u>Understanding</u> what happened	✓ Focus on relationships and repair, not just consequences.
2. <u>Recognising impact</u> on others	✓ Maintain a consistent, fair, respectful approach.
3. Taking <u>responsibility</u>	✓ Involve students and, where appropriate, families in the restorative process.
4. Identifying <u>actions</u> to repair harm	✓ Use restorative questions to guide conversations purposefully.
	✓ Support students to understand behaviour, impact and next steps.
	✓ Use supportive non-verbal communication such as active listening, open posture, mindful eye contact.

Students affected by behaviour are also supported to express impact and identify what they need moving forward.

Questions that can help when your child has...

done the wrong thing

- What happened?
- What did you want?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?
- What could you try next time?
- Who could help you?

been harmed by someone's behaviour

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

CLEAR Conversation process – Students from trauma background

Following incidents, staff use a consistent guided reflection process to support student learning and future planning. Much of communication is non-verbal, especially when working with students from trauma backgrounds. Ensure supportive non-verbal communication including active listening skills, open posture, and mindful eye contact, also notice the student's body language and consider the setting for the conversation.

Students are guided to identify:

- When this happened... (trigger)
- I felt... (emotion)
- That's when I... (behaviour)
- Next time I could... (alternative response)

Students then develop a clear plan:

- If this happens again...
- And I feel...
- I will...

CLEAR Conversation

	When this happened... (trigger)	I felt ... (emotions)	That's when I ... (behaviour)
Link and connect			
Alternative plan	Other things I could do instead ... (select up to 3 alternative behaviours)		
Practice plan	If this happens... (trigger)	Next time and I feel ... (emotion)	I will ... (alternate behaviour)

CLEAR Conversation

That's when I ... (behaviour)			

Supporting students with complex needs

Multiple or complex needs refer to students who require a range of teaching and learning adjustments due to overlapping challenges. These may include disability, health issues, trauma, poverty, unstable housing, or school disengagement. At Broome North Primary School, students with complex needs are supported through individualised plans and case management at the administration level as part of our top-tier MTSS support. For further guidance, staff can refer to the [Supporting Students with Complex Needs](#) resource available here.

Support is provided for schools and teachers to support students with multiple or complex needs:

- ✓ Students at Educational Risk (**SAER**) Request for assistance.
- ✓ Teachers to complete a SAER request form if concerned for the educational outcomes of their student/s. Guardians can also request a SAER request to be completed if they have concerns for their child and would like additional support from the school.
- ✓ Please refer to our [Student Services Handbook](#) for further information in relation to support for students.
- ✓ School Psychology Support can be accessed to support staff with individualised planning and strategies.
- ✓ Administration staff can complete a School of Special Educational Needs: Behaviour and Engagement (SSEN:Be) Request for Assistance as required.

A documented plan supports individual or small groups of students with identified needs by outlining short to medium term goals and guiding personalised support. These plans may be developed with internal or external support and can include:

- **Risk Management or Student Support Plan:** Outlines concerns and coordinated strategies from school and home to support the student.
- **Escalation Profile:** Identifies a student's behaviour escalation patterns and effective de-escalation strategies; compliments the Risk Management Plan.
- **Functional Behaviour Assessment (FBA):** A structured process to understand why a behaviour occurs, develop a hypothesis, and plan strategies to prevent, replace, and reinforce positive behaviours.
- **Positive Handling Plan:** Details specific responses and safe physical intervention strategies (if required) to manage risk and ensure the safety of the student and others during a behavioural crisis. This plan is usually incorporated in the Risk Management or Escalation plans.

Behaviour and students with disability (or imputed disability)

A *manifestation of disability* describes how a student's disability may influence their behaviour and emotional responses at school. These behaviours are part of the disability and are protected under the **Disability Discrimination Act (1992)** and the **Disability Standards for Education (2005)**. Students with the same diagnosis may present differently, reflecting individual developmental, cognitive, and emotional needs. This diversity must be recognised when planning support.

At **Broome North Primary School**, staff are expected to respond to behaviours that may be a manifestation of disability in line with Department of Education guidelines. This includes:

- Taking an enquiry-based approach to understand the student's needs.
- Working in partnership with families, peers, leadership, and support staff.
- Looking at the purpose the behaviour might serve (the "function" of the behaviour).
- Reducing barriers to learning while ensuring student needs are met.

Staff are encouraged and supported to:

- Use resources from the **Schools of Special Educational Needs: Disability, One Classroom**, and the **SEN Connect Community**.
- Complete a **Request for Assistance (RFA)** if specialised support is needed.
- Access support from the **School Psychologist** and other relevant services.

Responding to bullying

Bullying is an ongoing and deliberate misuse of power in relationships through repeated, intentional verbal, physical, and social behaviour that causes physical and psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more people who feel unable to stop it from happening.

Types of bullying include:

- physical (such as hitting, tripping, damaging property)
- verbal (such as insults, teasing, undermining, intimidation, racist remarks)
- non-verbal bullying (such as hand signs, text messages, ignoring or isolating someone)
- social (e.g. spreading rumours or lies, excluding, damaging someone's social reputation)
- cyber (such as intentional and repeated harm inflicted using computers, phones, and other electronic devices). Bullying can happen at any location (for example, at school or at home) and can happen in person or online.

Bullying can be:

- obvious (overt or direct bullying)
- hidden (covert or indirect)
- online (cyberbullying)



Single incidents and conflicts or fights between equals, whether in person or online, are not defined as bullying. However, these conflicts still need to be addressed and resolved.

Broome North Primary School is committed to responding to bullying behaviour. Bullying approaches are applied within our MTSS. Please see below for an outline of the approaches BNPS takes towards responding to bullying behaviour.

[Bullying policy.](#)

Detention, Withdrawal, and Suspension

Broome North Primary School's suspension policy aligns with Section 3.5 of the Department of Education's *Behaviour Management in Schools* policy

Purpose -To provide a consistent, fair, and age-appropriate process for managing student behaviour through detention, withdrawal, or suspension when necessary to maintain a safe and supportive learning environment.

Guiding Principles

- ✓ **Department Alignment** - Aligns with the Department of Education's Student Behaviour Policy and Procedures.
- ✓ **Early Intervention** - Focus on early intervention, restorative practice, and education.
- ✓ **Cultural Responsiveness** - Actions are culturally responsive, developmentally appropriate, and supportive of student growth.
- ✓ **Support for Students with Disabilities (diagnosed or imputed)** -in Behaviour responses take into account individual education, behaviour, or disability support plans, ensuring reasonable adjustments are made.

Category and Details

Detention	Definition	<i>Short periods (no more than 20–30 minutes) where a student remains under staff supervision during break times to reflect on behaviour or complete restorative tasks.</i>
	When Used	<i>Minor but persistent behaviours (e.g., disruption, disrespect). Logical consequences linked to actions.</i>
	Procedures	<i>Always supervised. Parents are informed if detention becomes a pattern. Logged in Compass.</i>
Withdrawal	Definition	<i>Temporary relocation from regular classes to allow time for de-escalation, reflection, and restorative conversations</i>
	When Used	<i>Serious disruption or safety risk. Alternative to immediate suspension.</i>
	Procedures	<i>Minimal necessary time (usually 1–2 hours). Supervised safe space provided. The educational plan continues. Parents informed promptly. Recorded in Compass.</i>
Suspension	Definition	<i>Temporary removal from school by the Principal for serious breaches.</i>
	When Used	<i>Physical assault, intimidation. Verbal abuse, threats, harassment. Wilful offence against property. Substance misuse. Ongoing serious disruption.</i>
	Procedures	<i>Principal (or Acting Principal) authorises. Parents notified verbally and in writing. Generally, 1–5 school days. Return-to-school meeting required.</i>

Immediate Suspension – Serious Breach of School Discipline

The principal may suspend a student immediately if they are satisfied the student has committed a **serious breach of school discipline**. Reasons may include:

<ul style="list-style-type: none"> Physical assault of students or staff 	<ul style="list-style-type: none"> Vandalism
<ul style="list-style-type: none"> Possession of weapons on school grounds 	<ul style="list-style-type: none"> Possession or use of drugs or alcohol on school grounds

In such cases, the student and their parent must be verbally informed then followed up **in writing** of the reason for the suspension and its intended duration and provided with a **reasonable opportunity to respond** and show why the student should not be suspended.

If the parent or student disagrees with the decision, they may request a review via the **Kimberley Education Regional Office**.

Support Following Detention, Withdrawal, or Suspension

- ✓ Behaviour Planning - Behaviour support planning reviewed.
- ✓ Restorative Conversations - Restorative conversations occur.
- ✓ Support Adjustments - Supports adjusted for Tier 2 or 3 students.

Proposed Suspension – Breach of School Discipline

Suspension may also be considered for a **breach** of school discipline that is not immediately serious, including:

- Bullying (following intervention without resolution)
- Ongoing or escalating breaches of the school's Code of Conduct or Behaviour Policy (following the implementation of an IBP or Escalation Profile without improvement)
- Verbal and/or physical abuse of students or staff

In these cases, the principal must do the following:

1. Inform the student and their parent of the **proposed reason** for suspension and intended duration - ideally via **phone call or meeting** (or in writing if not contactable).
2. Provide a **reasonable opportunity for the parent and student to respond**.
3. After considering all relevant evidence and explanations, determine whether suspension is warranted.
4. If suspension proceeds, provide **written notification** to the parent and student.

Restrictive practices, physical restraint

Restrictive practice limits a student's rights or freedom of movement and is only used when their emotional or behavioural state makes other strategies ineffective in maintaining safety and order.

Examples include physical restraint, chemical restraint (medication), or mechanical devices (e.g., harnesses).

Protective isolation in confined spaces is **not permitted** in WA public schools (see section 3.2.5 of *Student Behaviour in Public Schools Procedures*).

Physical restraint

Physical restraint of a student is used as a last resort, and only as either:

- a planned, documented, approved strategy
- an emergency response.

Physical restraint of a student is only used if the student's behaviour:

- prevents other strategies from being successfully used to maintain the good order of the learning environment
- poses imminent risk of harm to themselves or others, or significant damage to property.

Physical restraint must only be used for the minimum amount of time needed for the student to recover to behaviour where less restrictive strategies may be successful.

Weapons

A weapon is anything:

- serving as an instrument for making or repelling an attack
- that can be made or modified to be used to injure a person
- that can cause a person to fear that someone will be injured.

Under the Weapons Act, it is an offence to:

- carry, possess, purchase, supply or manufacture a prohibited weapon
- carry or possess a controlled weapon without a lawful reason to do so – defence is not a lawful excuse
- carry an article with the intention of using it to injure or threaten any person
- sell or supply a controlled weapon to a person under the age of 18 years, except if it is to be used in the course of a sporting or recreational activity.

Regulation 70 of the [School Education Regulations 2000](#) sets out the principal's powers relating to prohibiting and regulating objects that are weapons or may be used as weapons.

The principal's powers relating to confiscating property from students are specified in regulation 71 of the School Education Regulations 2000.

At BNPS, if students bring a weapon to school, they will be considered for suspension.

Please refer to the suspension policy section of this policy.

Alcohol and other drugs

Student possession or use of alcohol or other drugs on school grounds or at off-site events is not acceptable under any circumstances and is a breach of the expected positive behaviours.

The possession, supply or sale of restricted or illegal substances by students on school sites or at off-site events is a breach of school discipline. This can include supply or sale by a student that occurs outside the school that contributes to another student presenting at school or at an off-site school activity with suspected intoxication.

At BNPS, if students is in possession of alcohol and other drugs, they will be considered for suspension. Please refer to the suspension policy section of this policy.

Student personal use of mobile electronic devices

Broome North Primary School adheres to the Department of Education's "off and away all day" policy, which prohibits student use of mobile phones and smartwatches during school hours unless an exemption has been granted.

Students are not permitted to have mobile phones in their possession during the school day. Devices must be switched off and handed to the class teacher upon arrival and collected at the end of the day. Smartwatches must be set to 'aeroplane mode' to disable communication functions.

**REQUEST FOR PERMISSION TO BRING A
MOBILE PHONE OR SMARTWATCH TO SCHOOL**

I wish to request that my child _____ be permitted to bring a _____ to school. Reason for request: _____

In requesting permission, I understand and accept that:

On arrival at school:

1. Mobile phones are to be switched off or onto silent mode and given to the class teacher.
2. Smart watches are to be turned onto aeroplane mode on arrival at school.
3. The use of a mobile phone or smart watch (other than as a watch) will result in the phone or watch being confiscated and placed in the front office for pick up by the student at the end of the day and parents will be notified.
4. Mobile phones and smart watches are not to be used during school events, incursions, excursions, camps. The school takes no responsibility for the replacement of damaged, lost or stolen devices.
5. I will need to apply for this exemption annually.





Student name _____

Parent/guardian name _____

Parent/guardian signature _____

Date _____

Approval granted by: _____ Date: _____

Entered on Integria by: _____ Date: _____

BNPS Mobile Phone and Smart Watch Policy.

Exemptions may be granted for:

- Monitoring a health condition as part of a school-approved documented health care plan
- A specific educational purpose under direct teacher instruction
- Other specified purposes with teacher permission

All communication between parents and students during school hours should occur via the school's administration. Repeated breaches of this policy may result in the device being confiscated, requiring parent/carer collection, and/or loss of good standing.

For full details, please refer to the official policy here:

Information Communication & Technology (ICT)

At Broome North Primary School, ICT is an important part of teaching and learning and supports student engagement across the West Australian Curriculum. Access to devices and the internet is a privilege and is guided by our [ICT Acceptable Use Agreement](#).

Students are expected to use devices for learning, follow teacher instructions, and care for all equipment. They are also expected to use the internet safely, protect personal information, and treat others with respect online.

The school monitors device use to support safe and appropriate behaviour. If expectations are not met, this will be managed in line with the Student Behaviour Management Policy. This may include loss of device access, parent or carer contact, and, in more serious cases, further consequences.

Students in upper primary also commit to the iPromise, which supports respectful communication, online safety, and responsible digital citizenship.

Access to ICT is dependent on students and parents or carers agreeing to follow the Acceptable Use Agreement.

○

I promise to always use kind words.

I promise to use appropriate language.

I promise to talk to you face to face if I have a problem.

I promise to be honest and trustworthy.

I promise to respect others' privacy.

I promise to ask permission before taking a photo or video.

I promise to keep my password private.

I promise to keep my personal details private and not share them online.

I promise to check with a trusted adult if something makes me feel uncomfortable.

I promise to communicate only with people that I know and trust.

I promise to treat others the way I want to be treated.

I promise to use devices for learning when I am at school.

I promise to use my device openly and honestly.

I promise to visit appropriate websites only.

I promise to be a good digital citizen.

I promise to make my digital footprint positive.

I promise to stay seated and ask for help when using a device at a desk.

I promise to use my device as instructed.

I promise to not change the settings on my device without permission or unless instructed to do so.

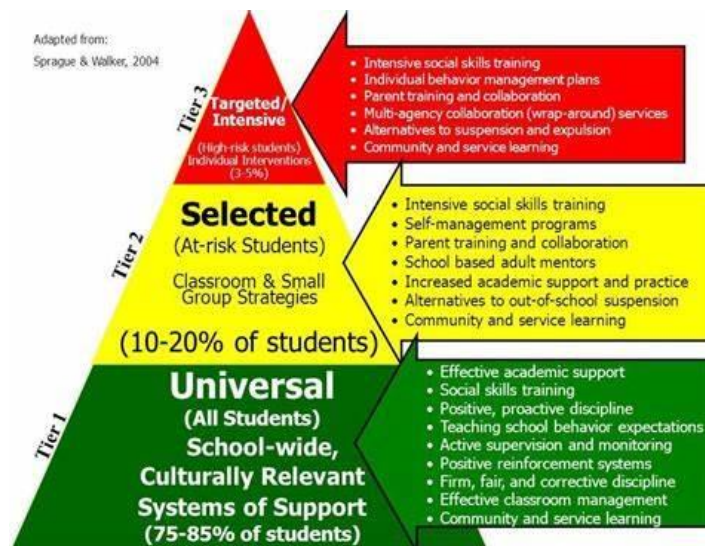
○

Building staff capacity in relation to behaviour support

BNPS endeavours to provide training and support to staff across all three tiers of behaviour support.

- The BNPS PBiS team are asked to present to staff at Staff Development Days and staff meetings, as required to ensure staff are upskilled regarding PBiS
- PBiS leaders receive training from SSEN:Be to support their skill development.
- BNPS endeavours to ensure all permanent teaching staff receive Classroom Management Strategies training, provided by SSEN:Be
- Trauma Informed Classrooms training.
- The School Psychologist can provide further training to staff in small groups, one-on-one or to a whole staff, regarding areas of need as required.
- Team Teach training is facilitated for staff as required.

Staff can source further training in relation to this policy within the Ikon Professional learning tab; Student Behaviour in Public Schools policy and procedures.



Staff Conduct

All staff are expected to align with the DOE Staff Conduct [Our Code of conduct and standards - Ikon - The Department of Education](#)

Staff are expected to reflect on their practice in line with the Cultural Standards Framework [Access the Aboriginal Cultural Standards Framework - Ikon - The Department of Education](#)

The following values drive behaviour within the Department of Education.

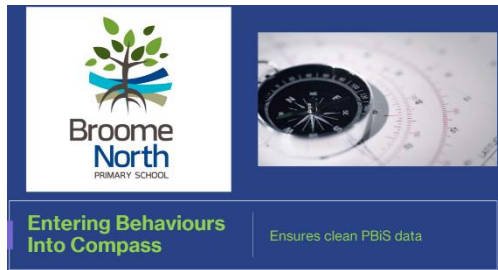
- **Integrity** – we act in the best interest of students and the community.
- **Equity** – recognising the different circumstances, needs and aspirations of students and staff.
- **Voice** – listening to each other and students, families, communities and stakeholders.
- **Truth-telling** – committing to learning about the diverse histories, experiences and worldviews of Aboriginal people.
- **Teamwork** – working collaboratively, supporting one another, and sharing responsibility to achieve positive outcomes.
- **Care** – practicing mutual respect and accept responsibility to develop and maintain appropriate relationships.
- **Learning** – having a positive approach to learning and encourage it in others.



Record Keeping and Data Collection

Effective behaviour support relies on consistent and accurate data. At Broome North Primary School, Compass data is used to identify patterns, guide targeted support, track progress, and check the impact of our Positive Behaviour Support practices.

How to enter a Behaviour in Compass



[Home | Compass](#)



Compass Education

<https://www.compass.education>

Minor Behaviours

Consistent minor behaviours must be recorded in Compass using the appropriate category (e.g. low-level disruption, off-task behaviour, refusal).

- Entries should include relevant context, staff response, and any follow-up actions taken.
- Patterns of repeated minor behaviours are reviewed to inform Tier 2 supports and may be discussed with the PBS Team or line manager.

Major Behaviours

All major behaviours must be recorded in Compass as soon as possible after the incident and reported to a member of the administration team.

- Entries must be factual, objective, and include:
 - What occurred before, during, and after the behaviour
 - Any injury, damage, or significant disruption caused
 - Actions taken, including immediate response and follow-up
- Major incidents may also require additional documentation such as risk assessment, safety plan update, or parent communication log.

Positive Behaviour Support (PBS) Data System

Tier 2 and Tier 3 interventions, including Check-In Check-Out (CICO), are also tracked through Compass and school-based PBS tools.

- The PBS Team regularly analyses Compass data to identify school-wide trends and inform proactive teaching.
- Staff are expected to contribute to data discussions during scheduled PBS or Collaborative Learning Team (CLT) meetings.

Multi-Tiered System of Supports (MTSS)

- Staff are encouraged to access the **MTSS Connect Community** for tools and resources supporting tiered intervention.
- Professional learning on effective data use and behaviour tracking is supported through PBS coaching and leadership initiatives.

Resources

- [Essential Components of MTSS | MTSS Center \(mtss4success.org\)](https://mtss4success.org/)
- [Center on PBIS | What is PBIS?](#)
- Social and Emotional Wellbeing Framework - [TIMHWPB - Full Doc - Final3](#)
- [Berry Street Model](#)

Appendix 1: Restorative Practices Guidelines for Return from Suspension

At Broome North Primary School, we are committed to ensuring that students returning from suspension are supported to re-engage positively with school, repair relationships, and reflect on their behaviour in a way that promotes accountability and growth.

1. Purpose of Restorative Return Meetings

Restorative return meetings aim to:

- Re-establish a safe and respectful relationship between the student and school community.
- Promote student accountability and understanding of the impact of their behaviour.
- Identify supports and strategies to prevent recurrence.
- Involve key adults (school staff, family, student) in a shared plan moving forward.

2. Timing and Participants

Restorative meetings occur on the day of return from suspension, preferably before the student rejoins class. Participants include:

- The student
- A parent or carer
- A school leader (e.g. Deputy or Principal)
- The classroom teacher or relevant support staff
- School psychologist or chaplain (if appropriate)

3. Structure of a Restorative Return Meeting

A consistent structure is followed to ensure the meeting is respectful, solution-focused, and inclusive:

1. Welcome and purpose of the meeting
2. Review of what happened and the impact of the behaviour (using restorative questions)
3. Student voice and reflection
4. Support needs moving forward
5. Agreement on next steps (including classroom support, check-ins, or goals)
6. A positive re-entry message to the student

4. Sample Restorative Questions

- What happened?
- What were you thinking at the time?
- Who has been affected by what you did?
- How can you make things right?
- What will you do differently next time?

5. Documentation and Follow-Up

Key outcomes from the meeting should be noted in Compass under the behaviour incident entry. Follow-up actions (e.g. check-ins, behaviour goals) should be reviewed by relevant staff and monitored over time.

Appendix 2: Professional Learning Opportunities

Staff are encouraged to engage in the following PL to deepen their understanding and implementation of restorative practices:

1. Ikon – Restorative Approaches (DoE WA)

- a. A self-paced professional learning module available to all WA public school staff.
- b. Covers theory, informal strategies, and formal conferencing.
- c. Access via Ikon:
 * Restorative Approaches Course on Ikon (*log in and search “restorative” in the PL tab*)

2. School-based PL Options

- a. **Staff meeting workshops** led by PBS leaders, SAER deputy, or school psychologist.
- b. Use of **role-plays** and **case study discussions** to model low-key and formal restorative conversations.
- c. **In-class coaching** or peer observation to support implementation of informal strategies (e.g. affective statements, restorative questions).
- d. Integration of restorative practice into **CLT discussions**, particularly for behaviour and engagement concerns.

3. Online Resources and Tools

- a. **Australian Restorative Practices in Education** – theory and case studies:
<https://restorativepractices.org.au>
- b. **The Educator's Guide to Restorative Practices** (SA Department for Education):
<https://www.education.sa.gov.au>
- c. **International Institute for Restorative Practices (IIRP)** – tools, webinars, and strategies:
<https://www.iirp.edu>