



WATERVALE PRIMARY SCHOOL



BEHAVIOUR POLICY- SCHOOL

Rationale:

At Watervale Primary School, we are committed to providing a safe, respectful and inclusive learning environment where every student can thrive. We believe that all learners, regardless of cultural or social background, ability, or circumstance, are entitled to be treated with dignity and respect at all times. We recognise our responsibility to explicitly teach, model and reinforce positive behaviours, while supporting each child's needs and pursuing equitable outcomes for all.

Our Beliefs

- Every child's physical, social, emotional, cognitive and spiritual wellbeing is paramount to their development.
- Every learner has a right to a safe, supportive, and stimulating environment.
- Positive behaviours are learned and reinforced through explicit teaching in a range of settings, including inquiry play and social interactions.
- Everyone—children, educators, parents, carers, and visitors—has a responsibility to demonstrate respectful and appropriate behaviour at all times.
- Educators, families and the wider community share the responsibility to create and model a supportive, child-safe school culture.
- Our school values—Kindness, Respect, Responsibility, and Learning—are central to all interactions and expectations.

Inclusive Practice

- We acknowledge and actively support diversity, including children with disability or additional needs, Aboriginal children, children in care, and children from culturally or linguistically diverse backgrounds.
- Individualised support and reasonable adjustments will be provided for students who require it, in collaboration with families, support services, and where appropriate, outside agencies.

Goals

- To maximise positive behaviour for learning through restorative practices and explicit teaching.
- To foster personal responsibility, self-regulation, and social-emotional skills.
- To respond to behaviour concerns in a fair, consistent, and supportive manner.

Action Strategies

We encourage positive behaviours such as:

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- Mutual respect for all people and property
- Playing safely and cooperating with others
- Celebrating individual and group success
- Helping others and asking for help
- Using positive encouragement and reinforcement
- Practising turn-taking, active listening and teamwork
- Valuing oneself and others
- Following routines and expectations

We maximise positive behaviours by:

- Embedding our values in all aspects of school life
- Explicitly teaching social skills, responsibilities and problem-solving strategies
- Using restorative practices, such as the Berry Street Behaviour Mountain and Kimochis, to discuss and work through behaviour issues
- Providing predictable routines and clear expectations
- Recognising and rewarding positive behaviour through feedback, acknowledgements, awards, and celebrations
- Actively involving and consulting families, including in the development of individualised learning or support plans
- Welcoming families and the local community in school activities

Behaviour Support and Responses

Our staged response to behaviour concerns includes:

- Verbal warning and Reminder of expectations
- Use of Ready to Learn Plan
- Teacher directed use of Ready to Learn Plan
- Office Intervention using restorative practices

Serious incidents (e.g. violence, serious threats, or illegal activity):

- Immediate suspension in line with DfE Behaviour Support Policy
- Documentation of all serious behaviour incidents as required by DfE

Restoration and Review:

- Restorative processes to repair relationships and support all involved
- Regular review of support plans for students who require ongoing or additional support

Communication and Documentation

- Parents and carers are kept informed of behaviour incidents and school responses through phone calls, face-to-face meetings, or electronic communication
- Behaviour incidents and support measures are documented, as per DfE requirements. This happens within EMS and on specific behaviour tracking documents as required.
- Where concerns are ongoing or unresolved, families are referred to the school's Grievance Policy and can be supported to access independent advocacy if needed.
- The policy is available on the school website along with a summary or direct link to the DfE Behaviour Support Policy.

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Professional Learning

- Staff periodically undertake professional development in behaviour support, restorative practices, and inclusion to ensure high, consistent standards.
- This is usually supported by Berry Street Education or with Support Services

Policy Review and References

- This policy has been developed in accordance with the Department for Education's Behaviour Support Policy and is reviewed every three years or as required.
- For further detail, visit the Department for Education's [Behaviour support policy](#).

PRINCIPAL: _____ **DATE:** _____

GOVERNING COUNCIL CHAIRPERSON: _____ **DATE:** _____

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