



Settlers

PRIMARY SCHOOL

BEHAVIOUR POLICY



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Rationale

At Settlers Primary School, our Student Behaviour Policy reflects a whole-school commitment to fostering a friendly, safe, and caring learning environment.

The policy is grounded in a clearly defined Code of Conduct that outlines the rights and responsibilities of all members of our school community. It incorporates a balanced system of positive reinforcement and appropriate consequences to support consistent and fair behaviour management.

This structured approach ensures that both positive behaviours are acknowledged, and inappropriate behaviours are addressed effectively. The policy applies to all students from Kindergarten to Year Six, promoting a consistent standard of conduct across the school.

Rights



Students

- Learn in a supportive and focused environment.
- Be treated with respect and honesty.
- Feel safe, secure, and welcome at school.
- Be protected from bullying, including online abuse.



Staff

- Teach in an environment free from disruption.
- Be treated with respect, courtesy, and honesty.
- Work in a clean, safe, and supportive setting.
- Receive cooperation and support from parents and carers.



Parents

- Be informed about their child's education, wellbeing, and behaviour.
- Receive regular updates on progress and decisions affecting their child.
- Be heard in a respectful and appropriate way.
- Access a meaningful and inclusive education for their child.

Responsibilities



Students

- Respect the rights of others to learn.
- Help keep the school clean, safe, and welcoming.
- Be punctual, polite, and positive.
- Act safely at all times.
- Treat others with kindness—bullying in any form is not tolerated.
- Use technology responsibly and avoid cyberbullying.



Staff

- Build positive relationships with students.
- Model respectful, honest, and courteous behaviour.
- Maintain a clean, safe, and inclusive learning environment.
- Communicate student progress with parents and carers.
- Uphold and align with the school's Code of Conduct.



Parents

- Ensure their child attends school regularly, on time, and ready to learn.
- Provide necessary materials and support their child's learning at home.
- Communicate relevant health or wellbeing concerns to the school.
- Build respectful, cooperative relationships with staff.
- Model positive behaviour and attitudes.



BEHAVIOUR MANAGEMENT PROCESS

CLASSROOM
K/PP



	Steps:
Step 1: Official Warning	<ul style="list-style-type: none"> • Peg down/name on board. Explain the rule the child has broken.
Step 2: Second Warning	<ul style="list-style-type: none"> • Peg down, cross next to name. Explain the rule the child has broken.
Step 3: Third Warning Time Away in Class or Wet Area.	<ul style="list-style-type: none"> • Explain the rule the child has broken. • Child sits away from the class (minutes to reflect the age of the child).
Re-entry	Teacher to have a restorative conversation with the child to support them to re-enter into the classroom routine, and the process resets.
Step 4: Official Warning	<ul style="list-style-type: none"> • Peg down/name on board. Explain the rule the child has broken.
Step 5: Second Warning	<ul style="list-style-type: none"> • Peg down, cross next to name. Explain the rule the child has broken.
Step 6: Third Warning Office Referral	<ul style="list-style-type: none"> • Explain the rule the child has broken. • Child sits away from the class (minutes to reflect the age of the child). • Teacher to fill out Behaviour slip (yellow) and send with Education Assistant to the office (Admin to enter on Compass).
In the office, the administrative team will apply restorative practices by engaging the student in a reflective conversation aimed at promoting understanding and repairing relationships.	
Re-entry	When the student is ready to return, they will be supported back into the classroom and the behaviour process will start again from Step 1.
# Serious Breach #	If a staff member believes the situation cannot be managed at the classroom level, they should contact the office or call an Admin team member directly.

BEHAVIOUR MANAGEMENT PROCESS

CLASSROOM

Year 1-6



	Steps:
Step 1: Official Warning	<ul style="list-style-type: none"> • Peg down/name on board. Explain the rule the child has broken.
Step 2: Second Warning	<ul style="list-style-type: none"> • Peg down, cross next to name. Explain the rule the child has broken.
Step 3: Third Warning Referral to Admin	<ul style="list-style-type: none"> • Explain the rule the child has broken. • Teacher to fill out Behaviour slip (yellow) and send with another student to escort them to Admin (Admin to enter on Compass).
<p>In the office, the administrative team will apply restorative practices by engaging the student in a reflective conversation aimed at promoting understanding and repairing relationships.</p>	
Re-entry	<p>When the student is ready to return, they will be supported back into the classroom and the behaviour process will start again from Step 1.</p>
# Serious Breach #	<p>If a staff member believes the situation cannot be managed at the classroom level, they should contact the office or call an Admin team member directly.</p>



PLAYGROUND BEHAVIOUR

Kindy - Year 6

	Steps:
Step 1: Official Warning	<ul style="list-style-type: none"> • Explain the rule the child has broken. Walk with the teacher (minutes to reflect age of student). The teacher will discuss the behaviour and seek resolution.
Step 2: Second Warning	<ul style="list-style-type: none"> • Child to sit out for a period of time to reflect age of student, in an identified area in view of the teacher. • Once the time is up, the student should be educated and dismissed by the teacher.
# Serious Breach #	<ul style="list-style-type: none"> • Write up incident on blue behaviour slip in duty bag. • Send the student to the office with slip. • If a staff member believes the situation cannot be managed using the above steps, they should contact the office or call an Admin team member directly.

Recording of Behaviour

For any yellow slips (classroom) or blue slips (playground) that are written up, admin will enter onto Compass and pass on relevant information to staff and families.

Restorative Practices

Restorative practice is an approach focused on repairing relationships that have been harmed, including those affected by bullying. It encourages individuals who have caused harm to reflect on their actions, take responsibility, and engage in meaningful restorative actions, while also supporting healing and forgiveness for those impacted.

The rationale for this approach is grounded in the belief that:

- Offenders who reflect on the impact of their behaviour are more likely to feel genuine remorse and take restorative action.
- The focus remains on addressing the behaviour rather than labelling the individual's character.
- Restorative practices contribute to stronger, healthier relationships within the school community and foster a more effective learning environment.



Positive Behaviour Support (PBS)

As outlined in the DoE Student Behaviour in Public Schools, SPS has a whole school plan for Positive Behaviour Support.

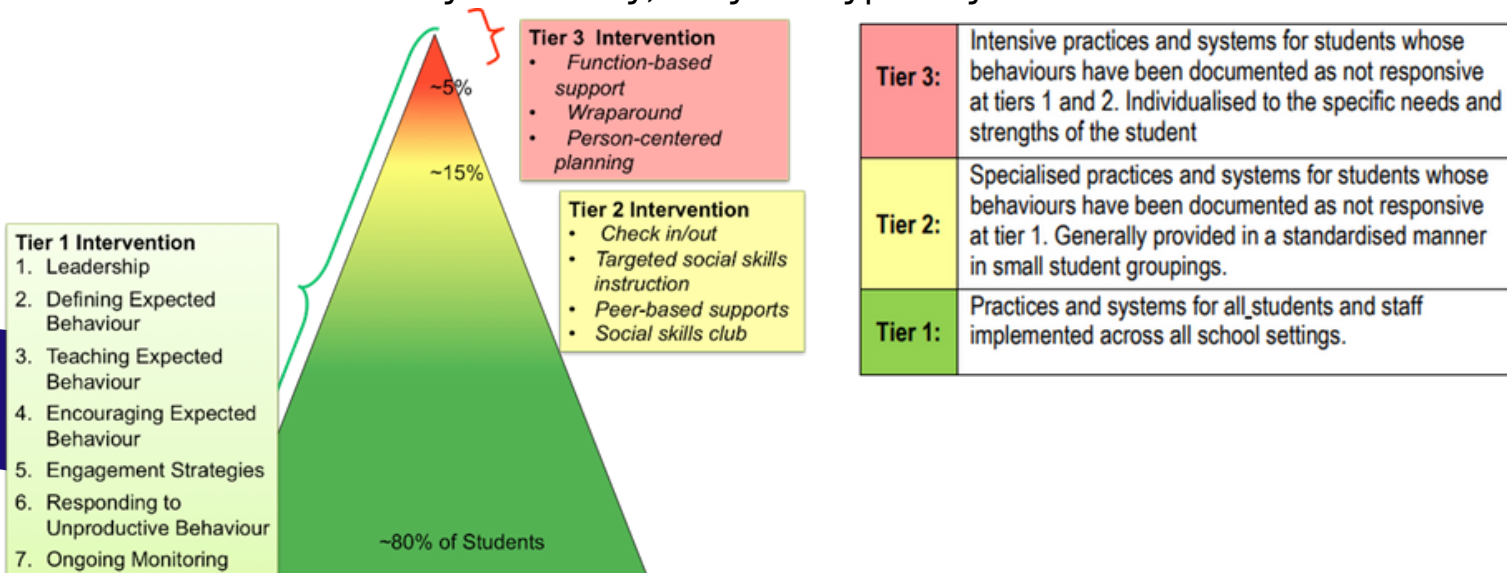
What is PBS?

Improving student academic and behavioural outcomes requires providing all students with access to the most effective and consistently implemented instructional and behavioural strategies and interventions. Positive Behaviour Support (PBS) offers a structured framework to achieve these goals by establishing a continuum of support for both staff and students.

At each tier of this continuum, the focus is on clearly defined expectations for student and staff behaviour, alongside data-driven decision-making to determine the most appropriate practices that support learning and positive social behaviour. Equally important is the emphasis on system-level supports designed to ensure that all teachers and staff develop fluency in applying new or revised practices.

Western Australia's PBS interventions are evidence-based and have been shown to significantly reduce problematic behaviours in schools. These interventions operate within a three-tiered model, illustrated below, which aligns behavioural and academic supports along a continuum of increasing intensity and complexity.

While the tiers blend dynamically, they are typically described as follows:



PBS at Settlers Primary School

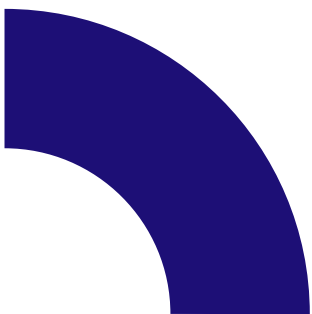
		<h1>SOAR</h1>			
		SAFETY	OWNERSHIP	ACHIEVEMENT	RESPECT
Always	<ul style="list-style-type: none"> • Act with integrity • Follow instructions promptly • Wear school uniform • Treat all staff, students, and property with respect • Keep our hands and feet to ourselves 				
During Learning Times	<ul style="list-style-type: none"> • Ask before leaving the classroom • Use equipment appropriately • Follow our technology procedure • Take care of our learning environment 	<ul style="list-style-type: none"> • Have a growth mindset • Actively participate in learning activities • Take responsibility for our learning and allow others to learn 	<ul style="list-style-type: none"> • Set SMART goals • Complete and present our work to the best of our ability • Persevere through challenges 	<ul style="list-style-type: none"> • Use an appropriate volume and tone • Consider the opinions of others 	
Break Times	<ul style="list-style-type: none"> • Walk sensibly around the school • Sit and eat our own food • Follow the rules of our allocated play areas • Use bathrooms appropriately and practice good hygiene 	<ul style="list-style-type: none"> • Own our behaviour • Be inclusive and friendly to all • Attempt to solve our issues before seeking help from a duty teacher • Use appropriate strategies to manage our emotions 	<ul style="list-style-type: none"> • Show good sportsmanship • Line up quickly, calmly and responsibly 	<ul style="list-style-type: none"> • Put rubbish in the appropriate bin • Share equipment and return it to the allocated area 	
Before & After School	<ul style="list-style-type: none"> • Follow the road and safety rules • Follow the Kiss and Drive procedure 	<ul style="list-style-type: none"> • Maintain positive behaviours in the community 	<ul style="list-style-type: none"> • Actively participate in the community • Continue to learn outside of school 	<ul style="list-style-type: none"> • Follow the before and after school procedures • Represent our school with pride in the community 	

At Settlers Primary School, we believe every student can SOAR!

Our PBS approach focuses on our core expectations:

Safety, Ownership, Achievement and Respect.

We explicitly teach and model positive behaviours, celebrate success, and work together as a community to create a safe and supportive environment where students thrive. By living our SOAR values, we help every student feel proud, connected and ready to achieve their personal best.



PBS Continued...

Encouragement System

Each class operates its own reward system that aligns with our whole-school, three-tiered framework. As part of this system, students earn faction tokens, which are placed into designated cylinders representing their faction groups.



Expectations of Staff regarding PBS

- All staff will consistently implement the whole-school behaviour approach, ensuring that everyone teaches and upholds the same expectations.
- The PBS team will plan lessons collaboratively, with teachers adapting them to suit the needs of their individual classes.
- Behaviour will be explicitly taught as part of the Settlers Primary School curriculum.
- All teachers will deliver structured PBS lessons following the established lesson format: Tell, Show, Practise, Feedback, and Re-teach.
- Behaviour matrix will be prominently displayed in all classrooms.
- The Settlers Primary School encouragement system will be used by all teachers, awarding tokens that correspond to PBS expected behaviours.
- Class Dojo points will be aligned with Settlers Primary School behaviour expectations across all classrooms.

Good Standing (Years PP-6)

In accordance with the Department of Education's Student Behaviour Policy, Settlers Primary School has a Good Standing Policy. At SPS, the Good Standing Policy supports our values of Safety, Ownership, Achievement and Respect by acknowledging and rewarding exemplary student behaviour and students who follow our Behaviour Expectations. We believe every student should feel safe, nurtured and supported to learn in a welcoming, inclusive, collaborative learning environment.

The Policy emphasises the importance of students taking responsibility for the choices they make daily, which impacts academically and socially on themselves and others. It is a part of and works in conjunction with the whole school Behaviour Management Plan and aims to provide regular acknowledgement and recognition for the majority of students who consistently behave and act accordingly to the Settlers Behaviour Expectations.

Good Standing

'Good Standing' is a status all SPS students are granted at the start of every term. Only students with 'Good Standing' are eligible to participate in PBS rewards and various events throughout the school year. Examples are activities including excursions, camps, interschool sporting events, sports days, social events, and graduation events. Students who lose their 'Good Standing' after a breach or series of breaches, will lose the privilege to participate in these such events.

Students will lose "Good Standing":

- For one suspension.
- 3 or more admin referrals within a fortnight for behaviours not aligned with the PBS policy
- E-breaches (technology misuse)

Suspensions

Students will be **automatically** suspended for:

- physical violence towards students or staff (including fighting)
- instigating a fight
- sharing or promoting violence
- Possession, use or supply of illegal substances or dangerous objects

Suspensions can also be given for:

- E-Breaches
- Abuse, threats or harassment of staff or students
- Damage or theft to property
- Repeated violation of classroom and/or school rules
- At the discretion of the Leadership Team

Good Standing (Years 1-6) continued...

Regaining "Good Standing":

- Students will regain their Good Standing after completing 10 consecutive days of good behaviour, at the discretion of the Principal
- Teachers will fill out a daily tracking sheet using a star, sticker or tick to track the ten days of good behaviour.
- Behaviour - Once the child has reached ten days of good behaviour, the sheet is sent with the child to the office and the administration will reinstate Good Standing.

Parent Contact Regarding Good Standing:

- All parents at SPS will be made aware of the SPS Good Standing Policy through the Facebook page.
- Students who automatically lose their Good Standing will have their parents phoned from the Deputy Principals or Principal to discuss their loss, how the student will regain it and what specifically their child will miss out on as a result.
- Students who are 'at risk' of losing their Good Standing from office visits will have their parents contacted by Deputy Principal to notify them of their status.
- Classroom teachers will remain in regular contact with parents when a student is regaining their Good Standing. Teachers will inform parents of positive progress to regain their Good Standing and, where required, further efforts the student needs to make towards improving their behaviour.

The SPS Good Standing Policy is designed to support consistent and fair decision-making processes.

It is important to recognise that these guidelines allow for flexibility. The following factors will be considered, with the final decision to maintain or withdraw Good Standing made at the Principal's discretion. Examples may include:

- Extenuating circumstances that may have contributed to the negative behaviour.
- A sustained period of positive behaviour since the previous incident.

Always Club

The Always Club is an exciting initiative that celebrates one student per class, each term, who consistently demonstrates our school values (SOAR) and upholds the expectations of our Positive Behaviour Support framework.

These students are formally recognised at assembly, where they are awarded a distinctive pin badge as a symbol of their outstanding commitment to making positive choices across all areas of school life. We encourage them to wear their badge with pride, as it signifies that they are dependable, trustworthy, and role models within our school community.

In addition to this recognition, Always Club members are rewarded with exclusive opportunities throughout the term, including special excursions, incursions, and visits from guest presenters.



Communication with Parents

At Settlers Primary School, we are committed to working in partnership with families to support student behaviour. Parents and carers will be contacted, either on Compass, email or by phone, regarding their child's behaviour for a number of reasons including:

- If a student has been referred to the office.
- When a student's behaviour is causing disruption or concern within the class or school environment.
- When a student is on an Individual Behaviour Plan (IBP).

Teacher Guidelines

- Involve parents early when behaviour concerns escalate.
- Record on Compass if parents are contacted.
- Arrange case conferences with parents as needed.
- Any serious behaviour needs to be communicated with Leadership Team
- Use admin as sounding boards for behaviour concerns—support will be provided.
- Through the Leadership Team, access district support services when needed.

Admin Team Guidelines (Principal & Deputies)

- Actively support teachers in parent communication.
- Provide or arrange behaviour-related professional learning.
- In consultation with teachers, contact parents about consistent behaviour issues flagged by staff.
- Discuss high-risk behaviour cases in weekly admin meetings.
- Lead case conferences with parents and support services.
- Engage support services for staff, students, and families.
- Ensure all parent contact and meetings are documented on Compass.
- Seek support from SMERO in complex cases
- Follow up with teachers



Communication with Parents continued...

Individual Behaviour Plans

An Individual Behaviour Plan (IBP) is a structured, collaborative document developed to address specific behavioural concerns. It outlines:

The identified behavioural issues.

Strategies and supports to address the concerns.

Roles and responsibilities of all stakeholders.

Desired outcomes and success criteria.

Review and monitoring processes.

IBPs are developed in consultation with teachers, parents, the student, and relevant support staff to ensure a shared understanding and a coordinated approach.

Plans must be reviewed regularly to evaluate the effectiveness of the strategies in place and to make necessary adjustments. All strategies used must align with Department of Education policies and reflect current best practices in behaviour support.



Measures for addressing bullying

Common Understandings About Bullying

The issue of bullying is a sensitive one. It is the responsibility of Settlers Primary School staff to implement strategies and procedures to promote positive relationships. The focus is not on the child, but on the negative behaviour they display.

Bullying is:

Bullying is defined as repeated negative actions over time by individuals or groups towards other individuals or groups. It involves an imbalance of power and can be verbal, psychological, relational, or physical forms of bullying. It can be direct or indirect in nature. Incidents can include:

- Being ignored, left out on purpose, or not allowed to join in.
- Being made afraid of getting hurt.
- Being hit, kicked or pushed around.
- Being made fun of and teased in a mean and hurtful way; or
- Having lies or nasty stories told about them to make other children not like them.

Bullying is not:

- A one-off occurrence.
- A negative act between two individuals of equal power.

Preventing Bullying

Students must understand their role if bullying occurs. They need to take responsibility for their own actions and play a positive role in decreasing incidents of bullying.

‘Dobbing’ is when a person tries to get attention or to get someone else into trouble.

‘Asking for help’ is when someone feels the situation is out of their control and they are unable to deal with it alone. If anyone sees someone else in this situation they should also ask for help.



Measures for addressing bullying continued...

What should we teach children to do if they are bullied?

Children of all ages at our school are to be taught through the classroom curriculum that when they have a problem they can:

- Try to stand up for themselves in a positive way.
- Try to talk with the person they are having a problem with.
- Walk away and ignore the person completely.
- Get help from a teacher or another person they trust.
- Ignore the situation and keep playing or working.
- Talk to a friend to get some ideas to help them make a decision; or
- Try coming to an agreement with the other person.

All children are capable of bullying at some time, and it is important for stakeholders to respond in a calm and helpful manner.

Who are Bystanders?

A bystander is someone who sees bullying or knows that it is happening to someone else.

Bullying involves more than the students who are bullied and those who bully others. Most children report having witnessed bullying occurring. Bullying often continues because people who are involved do not talk about it and seek help. This includes people who observe bullying – the bystanders.

Children who are alone are more likely to be the target of bullying, so encourage children to be aware of others who are left out or on their own in the playground and encourage the inclusion of those who are left out or alone.

What can Bystanders do?

If children see another child being bullied they should:

- Ask a teacher or support person for help;
- Let the person doing the bullying know that what they are doing is bullying;
- Refuse to join in with the bullying and walk away;
- Support the student who is being bullied; and
- Support their friends and protect them from bullying.

Measures for addressing bullying continued...

How we can help children to not bully others?

- By teaching Resiliency & Relationship Education;
- Talk to students about what is acceptable behaviour and what is not, e.g. “we should not tease people to make them feel bad”;
- Work together to establish simple rules and expectations about how to treat each other;
- Encourage and provide opportunities for children to openly discuss bullying issues;
- Discuss friendship and help children make friends by encouraging them to play with other children at school, at home or in the neighbourhood; and
- Improve children’s self-esteem by encouraging them to have a go at new activities and think about their abilities in a realistic way.



External Agencies

For students who require support from an external agency, support can be accessed through our Deputy Principals and the School Psychologist.



Other



Weapons

Students are not to be in possession of weapons on the school site or at any school activity. A student, who is aware of a weapon on the school site or school activity, must bring this information to the attention of school staff. The following process will be used for dealing with weapons on the school site:

- If it is safe to do so attempt to negotiate the removal of the weapon from the child
- If unable to remove weapon, to protect students and staff, classes will go into Lockdown;
- If student who has the weapon is a risk to staff or students the Police will be contacted;
- Incidents involving weapons must be dealt with as a serious breach of school discipline and students suspended immediately under Regulation 44(2) of the School Education Regulations 2000.
- Department of Education Child Protection Policy to be followed if necessary for reporting.
- Education provided to student regarding the risks of weapon usage
- Support of students, parents and school personnel following weapon-related incidents, through School Chaplain, School Psychologist and teaching staff.

Mobile Phones and Electronic Devices

Mobile phones are increasingly prevalent in schools and many students carry them during the day. While parents provide mobile phones to their children for safety and other reasons, it is necessary that staff and students are not disrupted by mobile phones in classrooms. Students are required to switch their phones off before handing it teacher who will store them in a safe and secure place for the day. The phone will be returned to the students at the end of the day.

Other continued...



Risk of Suicide or Self Harm

In accordance with the Department of Education Behaviour and Well-being site, Settlers PS will actively monitor known students with mental health issues who may be at risk of self-harm or potential suicidal behaviour and non-suicidal self-injury.

What do I do when a student presents with NSSI or suicidal behaviour?

Immediately contact parents.

Immediately contact the school psychologist (and/or Lead School Psychologist) and other members of the school student support team.

Contact the Consulting School Psychologist – Suicide Prevention for expert advice if needed.

Understand and action the school response plan to NSSI and suicidal behaviour to enable appropriate risk assessment, planning and support.

Be alert to, record and respond to changes in the student's behaviour.

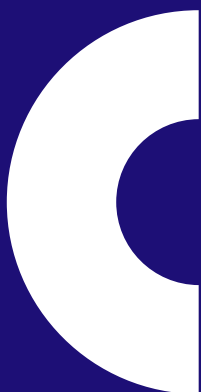
Drug/Alcohol

The possession or use of illegal substances by students at school is not acceptable under any circumstances. Being intoxicated does not excuse a breach of school discipline by a student. However, a breach of school discipline committed by an intoxicated student must be dealt with only after the safety and wellbeing of the student has been secured.

Student intoxication on school sites or at school off-site activities is unacceptable. Staff will respond consistently wherever a student is reasonably suspected of being intoxicated.

These requirements relate to school disciplinary considerations only, and are not a complete guide for dealing with drugs or alcohol use by students. Drug and alcohol use by students will be responded to through health and education frameworks and the school behaviour plan. In circumstances where school staff have reasonable grounds for belief that a student is intoxicated, the immediate priority will be the health and welfare of the student. A follow up priority is support and education for the student.

It is the responsibility of the principal to report relevant matters to the police.



Contact Us

Settlers Primary School acknowledges the Whadjuk and Binjareb Nyoongar people as the traditional owners of the land and recognises their continuing connection to land, waters and culture. We pay respect to the Elders, past, present and emerging.

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