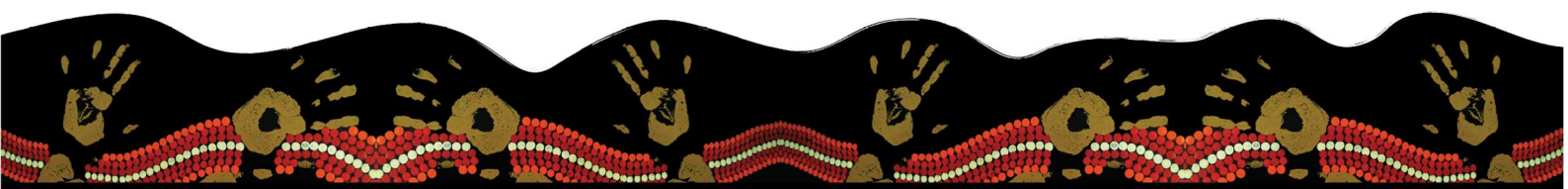


Student Behaviour Support Policy

DATE- January 2026

REVIEW DATE- December 2029



proud history ... great future

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BACKGROUND

In 2023, the Department of Education published and updated the Student Behaviour in Public Schools Policy. This document articulates the importance of creating safe, orderly, inclusive, supportive and culturally responsive environments that enable students to access their learning potential. This responsibility is shared by all members of the public school system and each school community. Positive student behaviour is essential to promote engagement in learning and maximise the impact of classroom teaching.

At Boulder Primary School, the Student Behaviour Policy reflects our values of Courage, Inclusion, and Respect. It embodies our school vision: *Boulder Primary School strives to be a lighthouse for education in the Goldfields region. A school that fosters and sustains a safe, supportive environment where we inspire active, successful, and informed citizens who become lifelong learners.*

We are committed to upholding high standards of behaviour across our entire school community. This policy reinforces our belief that successful students are accountable for themselves and take responsibility for their actions. With a strong focus on Social and Emotional Learning (SEL), our students develop the skills to make positive choices, regulate their emotions, maintain and restore positive relationships, and contribute to a learning-focused environment.



BUILD A SCHOOL COMMUNITY CULTURE OF POSITIVE BEHAVIOUR


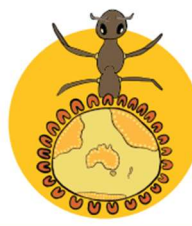

POSITIVE BEHAVIOUR SUPPORT

At Boulder Primary School, we follow the Positive Behaviour Support (PBS) operational framework for managing behaviour. The purpose is to foster a safe, positive learning environment where students are engaged and successful. This process supports staff in teaching students desired behaviours, as you would teach an academic skill. Behavioural errors are viewed as opportunities to teach, reflect and redirect students towards desired behaviours.

Our students demonstrate the school values of Courage (Rapa Rapa), Inclusion (Kalki), and Respect (Kanyila), with each value translated into Wangkatja to honour and embed local language and culture in our school community. These school values are represented and outlined through our PBS Matrix and are referred to with the common and consistent language “At Boulder Primary School we...” The matrix supports staff to redirect behaviours, using positive language and highlighting desired behaviours at school.

POSITIVE BEHAVIOUR

BOULDER PRIMARY SCHOOL
Learning for Living - Nintipayi

	<p>COURAGE RAPA RAPPA</p>  <p>PERSONAL BEST RIGHT TO PASS</p>	<p>INCLUSION KALKI</p>  <p>APPRECIATIONS</p>	<p>RESPECT KANYILA</p>  <p>ATTENTIVE LISTENING MUTUAL RESPECT</p>
At Boulder Primary School we...			
LEARNING TIME	<ul style="list-style-type: none"> take pride in our work take positive risks set challenging goals 	<ul style="list-style-type: none"> work collaboratively 	<ul style="list-style-type: none"> respect everyone's right to learn respect the teacher's right to teach
BREAK TIME	<ul style="list-style-type: none"> show good sportsmanship 	<ul style="list-style-type: none"> wait patiently for our turn 	<ul style="list-style-type: none"> pick up rubbish pack equipment away wear a broadbrim hat outside
ALL THE TIME	<ul style="list-style-type: none"> display our personal best have a growth mindset show pride take responsibility for our actions 	<ul style="list-style-type: none"> include everyone encourage others work cooperatively embrace diversity appreciate others 	<ul style="list-style-type: none"> care for our environment respect everyone's personal space use our manners listen attentively use equipment responsibly are punctual wear school uniform

The PBS committee at Boulder Primary School have created lessons to explicitly teach skills for each behaviour, that is taught across the school in alignment with the Boulder Primary School pedagogical framework. PBS lessons align with our other Social Emotional Learning (SEL) pillars and are integrated in the Health Curriculum, taking place over five lessons per term.

TRIBES LEARNING COMMUNITIES

At Boulder Primary School, we are committed to building a positive school culture through the implementation of the Tribes Learning Communities process. Tribes supports social and emotional development by establishing a set of collaborative agreements: Mutual Respect, Attentive Listening, Appreciations/No Put Downs, and The Right to Participate/Pass. These agreements are explicitly taught and integrated into all learning areas across the school and underpin all classroom and playground interactions. Tribes explicitly teach students essential collaborative skills, helping them work effectively with others and build strong, positive relationships. Tribes fosters inclusion and a sense of belonging, creating safe environments where all students feel valued and connected.

ZONES OF REGULATION

As part of our Tier 1 non-academic level of support, Boulder Primary School implements the Zones of Regulation (ZoR) framework to support emotional regulation across the school. Students are explicitly taught to identify their emotional states using the four-colour zones of red, blue, green and yellow, recognise their triggers, and use self-regulation tools and strategies. The language of ZoR is embedded in classroom conversations, restorative discussions, and regulation spaces to build student resilience and emotional literacy.

PROTECTIVE BEHAVIOURS

For students requiring targeted or intensive support, Boulder Primary School incorporates Protective Behaviours into the Health curriculum. This child safety program teaches students to recognise unsafe situations, trust their instincts, and identify their personal networks for help. Lessons are taught across year levels and integrated with Health and SEL content to build student capacity in recognising rights, personal boundaries, and seeking assistance.

POSITIVE STRATEGIES

Boulder Primary School implements a whole-school positive reward system through Greenies. Students receive a Greenie when demonstrating one of the school values. After receiving a Greenie, the student will celebrate their behaviour with the members of the administration team and receive a prize. They then go into the draw for Spin-To-Win at the next assembly. Students also receive a white card that goes home to parents to communicate the positive behaviour their child has demonstrated.

In addition to the whole-school reward system, classrooms also implement positive behaviour systems that reinforce our school values and expected behaviours. These include but are not limited to:

- Dojo's
- Punch cards
- Sticker books
- Class currency
- Star charts
- Individual positive charts
- Students presenting their good work to members of the school administration
- Verbal praise
- Positive parent communication
- Developing students' skills in:
 - Sharing appreciations
 - Celebrating achievements
- Provide students with reflection opportunities

AUSSIE OF THE MONTH

Aussie of the Month is a student recognition program, delivered by the same organisation who present Australian of the Year. It acknowledges outstanding, active citizenship, using the indicators of mateship, inclusion, respect and fair go, and is awarded based on staff nominations. Each month, a student is selected as the Aussie of the Month and receives a certificate, badge and prize. At the conclusion of the year, all students who received a nomination over the year receive a certificate to recognise their nomination.

DEVELOP, IMPLEMENT AND MONITOR A WHOLE SCHOOL APPROACH TO BEHAVIOUR

IN-CLASS BEHAVIOUR MANAGEMENT PROCESS

All classrooms at Boulder Primary School display the pictured chart and all staff follow the school behaviour process. Our behaviour chart is a visual tool that helps students understand expectations and take responsibility for their actions. It provides clear steps that support students in recognising when their behaviour needs adjustment and offers opportunities to reflect, make positive choices, and re-engage with learning in a respectful and constructive way.

Yellow notes are used to refer students to Reflection Class. This provides an opportunity for students to step out of their current environment, where they can reflect on their behaviour, identify the impact of their actions, and consider more positive choices moving forward.

Orange notes are used to refer students to school administration for serious or ongoing behaviour concerns. This process ensures that significant matters are addressed promptly and appropriately, allowing administration to support both staff and students moving forward.

Step 1
1st Warning

Step 2
2nd Warning

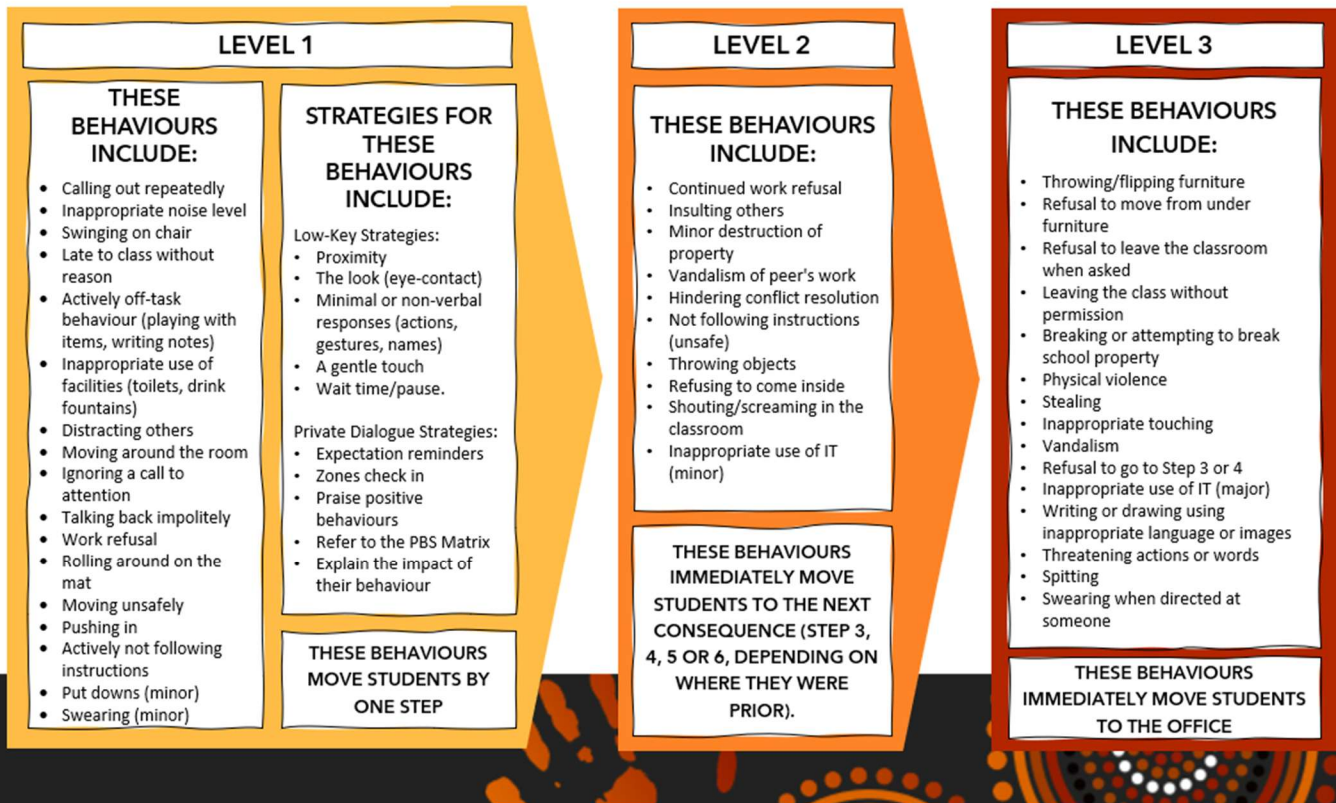
Step 3
In-Class Reflection

Step 4
Reflection Class

Step 5
Office
Lunch detention

Step 6
Office
Home

BOULDER PRIMARY SCHOOL TIERED BEHAVIOUR SUPPORT PROCESS



To maintain consistency across the school, staff collaboratively identified and agreed on the unproductive behaviours that warrant a consequence and those that require immediate notification to school administration. These examples serve as a guide but are not an exclusive list, and other behaviours may also be addressed when necessary.

REPEATED BEHAVIOURS OF CONCERN



At Boulder Primary School, when a student receives a detention, it is viewed as an opportunity for reflection and restoration. Each detention involves a restorative conversation with a staff member during lunch time, where the student is supported to reflect on their actions, understand the impact on others, and identify strategies to repair relationships and re-engage positively with learning.

If a student receives four detentions within a five-week period, they are placed on an Intent to Suspend (ITS). This means the student is formally notified that continued serious behaviours of concern may result in suspension. Students placed on an ITS will automatically receive two additional detentions and remain on ITS status for a period of five school weeks. During this time, any further office-related behaviour may result in a suspension.

While this framework provides clear and consistent guidelines, the Boulder Primary School Principal retains the authority to make final decisions in regard to student behaviour management, including the application of detentions ITS and suspension procedures.

This staged response aims to promote accountability, support behavioural change, and maintain a safe and respectful learning environment for all.

SUSPENSIONS

The WA Department of Education's *Student Behaviour in Public Schools Policy and Procedures* provides the framework for managing and recording student suspensions. Boulder Primary School adheres to these procedures to ensure all decisions are fair, consistent, and in line with departmental expectations.

A suspension is a serious consequence used when a student's behaviour significantly disrupts the learning environment, threatens the safety or wellbeing of others. A suspension is implemented in order to maintain safety, provide time for reflection and planning, and uphold the rights of staff and students to learn and work in a secure environment.

In line with the Minister for Education's position on violence in schools, Boulder Primary School has a zero-tolerance approach to physical aggression, threats, or acts of violence towards staff or students. Any incident of violence will be managed in accordance with Department of Education procedures and may result in immediate suspension. Where appropriate, such incidents will be reported to the Regional Office and, if necessary, to the WA Police.

GOOD STANDING

All students commence with and retain good standing while exhibiting behaviours that align with the school's values and beliefs.

ISSUANCE of GOOD STANDING

All students attain their Good Standing:

- On enrolment at Boulder Primary School
- At the commencement of each school year
- At the commencement of each school term
- At the commencement of week 1 and 6 of each school term
- After a period of five weeks since the date of re-entry following a suspension

MAINTAINING GOOD STANDING

To maintain Good Standing at Boulder Primary School, students must demonstrate behaviours that align with the school's values. Specifically, students must:

- Comply with the Boulder Primary School expectations for student behaviour
- Follow Boulder Primary School's behaviour process and procedures

LOSS OF GOOD STANDING

It is the responsibility of each student to maintain their Good Standing. A student's Good Standing status may be withdrawn following consultation with Boulder Primary School administration and the classroom teacher for the following (but not limited to) reasons:

- The student is suspended
- The student's attendance is below 80% for the Good Standing period

Students who lose their Good Standing will lose the privilege to participate in various events throughout the school year. This may include but is not exclusive to: excursions, incursions, camps, social events, school assemblies, interschool sporting events, sports days and Year 6 Graduation activities. A Year 6 student who loses their good standing is still permitted to attend the Graduation Ceremony. It is under the Boulder Primary Schools Principal's discretion to include a student who has lost their good standing.

REGAINING GOOD STANDING

All students will regain their Good Standing at the beginning of each term. Students who lose Good Standing due to behavioural errors will regain their Good Standing five weeks from the date of their return to school. Boulder Primary School will implement a restorative and educative return to school process to re-establish positive relationships and offer support to re-direct behavioural errors. Where appropriate an Individual Behaviour Plan (IBP) focusing on the identified areas for improvement will be developed. IBP's and their guidelines are further outlined on page 10.

RE-ENTRY PROCESS

Parents and carers are required to meet with school administration before their child returns to school after suspension. This meeting allows all parties to reflect on the incident and/or collaboratively establish support and clear expectations for a successful re-entry.

IDENTIFY AND COMMUNICATE THE RIGHTS AND RESPONSIBILITIES OF ALL STUDENTS, STAFF AND PARENTS

	RIGHTS	RESPONSIBILITIES
STUDENTS	<ul style="list-style-type: none"> To learn in a safe, supportive and inclusive environment To be treated with respect and fairness 	<ul style="list-style-type: none"> To follow school rules and behaviour expectations To treat others with respect To take responsibility for their actions To actively participate in their learning
TEACHERS	<ul style="list-style-type: none"> To teach in a safe, respectful, and supportive environment To be supported by colleagues and leadership 	<ul style="list-style-type: none"> To model respectful and professional behaviour To implement behaviour policies consistently and fairly To foster positive relationships with students and families To provide high-quality, engaging instruction
PARENTS	<ul style="list-style-type: none"> To be informed about their child's progress and behaviour To be treated as partners in their child's education 	<ul style="list-style-type: none"> To support the school's values and expectations To communicate respectfully with staff To reinforce positive behaviour and learning at home To engage in their child's education

At Boulder Primary School, we are committed to fostering a strong partnership between school and home, where communication is transparent, timely, and purposeful. We communicate with families through multiple platforms to ensure clarity and accessibility:

- Text messages are used for whole-school updates, reminders, and urgent notifications.
- Classroom teachers use Seesaw to share class updates, student learning, and celebrations.
- Hard copy notes are sent home for important information, including excursions, events, and payments.
- To support our attendance processes, teachers issue a "We Missed You" slip when a student is absent without explanation, making it easy for parents to respond.
- When a student receives a detention, a behaviour notification slip is sent home for parental acknowledgment and signature, ensuring shared responsibility in addressing and improving student behaviour.
- To further strengthen community connections, we host regular Big Breakfasts and Learning Journeys, where families are welcomed into the school to celebrate student learning and contribute to a connected school culture.
- Parents are encouraged to contact the school administration directly if they have any concerns regarding student behaviour.

INCORPORATE RESTORATIVE PRINCIPLES, SYSTEMS AND APPROACHES

REGULATION AND REFLECTION TOOLS

We prioritise the development of students' social and emotional regulation through proactive and supportive strategies. Every classroom is equipped with a dedicated regulation space where students can self-regulate, reset, and re-engage with learning in a safe and supportive environment. In addition, all classrooms utilise the Zones of Regulation as a daily check-in tool. These check-ins may be conducted at a whole-class level or tailored to individual students depending on their needs, supporting emotional awareness and proactive self-management. When behaviour challenges arise, students participate in a reflection process that begins with in-class reflection and may escalate to Reflection Class if needed. During this process, teachers engage in restorative conversations with students, helping them understand the impact of their actions and identify strategies to make better choices. For more serious or repeated unproductive behaviours, the detention process includes a structured, restorative reflection, guided by staff to rebuild relationships and support behaviour improvements.

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 conflict as opportunities to learn and grow, and build accountability for actions and processes to rebuild relationships. We incorporate restorative conversations into our lunch time detention process, as well as throughout the day to support positive behaviour choices.

BULLYING

Bullying is defined as repeated, intentional behaviour that causes harm, distress, or fear to another person. It can be physical, verbal, social, or cyber-based, and typically involves an imbalance of power between the person bullying and the person being bullied. Bullying is not a one-off disagreement, conflict, or accidental hurt.

When bullying does occur, we respond using a restorative approach that promotes understanding, accountability, and the repair of relationships. This process encourages students to reflect on their behaviour, recognise its impact on others, and take active steps toward making things right.

Restorative steps may include restorative conversations, staff-facilitated mediation, involvement of parents and carers, the creation of agreements or behaviour support plans, and ongoing monitoring to ensure a sustained resolution. In some cases, a stay-away order may be implemented, where students are provided with designated spaces during break times to ensure safety and minimise further conflict.

This approach supports the wellbeing of all students while reinforcing our school's values of Courage, Inclusion and Respect.

SUPPORTING STAFF AND BUILDING CAPABILITY THROUGH PROFESSIONAL LEARNING

At Boulder Primary School, our staff are provided with the opportunity to enhance their professional knowledge and practice through a variety of Professional Learning (PL) opportunities. Training is provided to all staff in:

- Classroom Management Strategies
- Instructional Strategies for Engagement
- Positive Behaviour Support Modules
- Trauma Informed Classrooms
- Team Teach

In addition to behaviour and engagement focused PL, Boulder Primary School supports staff through training in our essential SEL programs:

- TRIBES Learning Communities for community building and SEL
- Zones of Regulation for emotional literacy and regulation strategies
- Protective Behaviours to teach personal safety and resilience
- Gatekeeper Suicide Prevention for early identification and intervention
- Restorative Practices to encourage empathy and responsibility


This ongoing professional learning empowers staff with the knowledge and confidence to create safe, inclusive, and emotionally supportive learning environments.

We also engage with external services such as the School of Special Educational Needs: Behaviour and Engagement (SSEN:BE), the School of Special Educational Needs: Disability (SSEN:D), school psychologists, school chaplain and the school community health nurse to build staff capacity and deepen their professional knowledge.

PROVIDE BEHAVIOUR SUPPORT TO STUDENTS WITH COMPLEX NEEDS

Where appropriate, teachers utilise the support of an IBP when targeting specific unproductive behaviours. This plan will consider advice from parents/carers and the student (where applicable) and will be reviewed regularly. An IBP is required for all students who are suspended. This will be developed in consultation with the classroom teacher, parents and carers and the Boulder Primary School Learning Support Coordinator. Furthermore, we engage with our school psychologists, SSEN:BE and SSEN:D staff to share their knowledge and support students with ongoing behaviour development.

PRIVATE AND CONFIDENTIAL

 Individual Behavioural Support Plan		
Student:	DOB:	Year Level:
Teacher:	Case Manager:	Principal:
Parent:	Ph:	Date of Plan:
Secondary Contact:	Ph:	Date of Review:
Behaviours of concern and frequency <i>(what is the student doing and how often are they doing it?)</i>	Desired behaviour <i>(what would you like them to be doing instead?)</i>	Target behaviour <i>(what is an acceptable replacement behaviour that is closer to the desired behaviour but still meets the same function for the student?)</i>
Prevent Strategies <i>(how can we prevent the behaviour of concern by modifying the environment and our own responses to meet the identified needs of the student?)</i>	Teach Strategies <i>(what skills can we teach the student- including the replacement behaviour – that will assist them in reaching the desired behaviour?)</i>	Reinforce Strategies <i>(how will we reinforce the target behaviour in order to increase the likelihood of it happening again?)</i>
Parent/Guardian:	Learning Support Coordinator:	Teacher:

RETAIN RECORDS

Boulder Primary School maintains all behaviour-related records in line with the Department of Education's *School Records Retention and Disposal Schedule*. This includes documentation of:

- Consultations with staff, students, and families
- Intervention strategies and supports provided
- Case management and risk mitigation plans

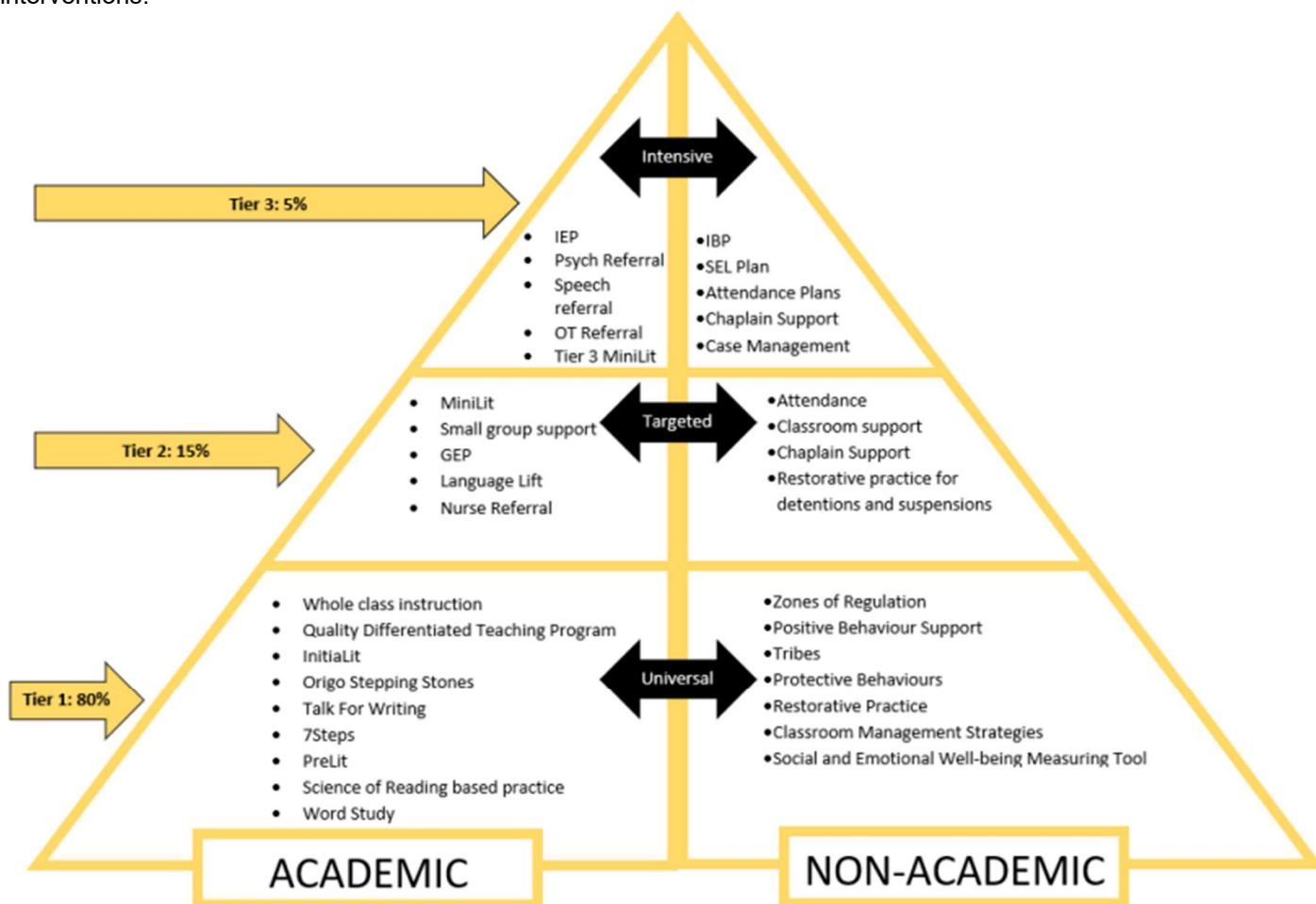
Reflection Class and Notice of Behaviour Incident notes are collected and securely retained by the Administration and Learning Support Coordinator. These notes support intervention strategies, case management, and ongoing monitoring of student behaviour when necessary.

Merits and Values Certificates, along with records of detentions and suspensions, are recorded in Compass. Parents and carers are informed promptly when incidents occur.

As part of our whole-school PBS approach, Green Notes are issued to acknowledge and reinforce positive behaviours. Faction Captains count Green Notes prior to each assembly, and faction scores are recorded and tracked by the PBS Coordinator to encourage and celebrate positive contributions across the school.

PROVIDE MULTI-TIERED SYSTEMS OF SUPPORT

The Boulder Primary School Response to Intervention (RTI) Model is a comprehensive, multi-tiered approach designed to identify and support students with both academic and non-academic needs. This process begins with high-quality Tier 1 instruction and universal screening of all students in the classroom. Based on the results of diagnostic assessments, students who require additional assistance may be provided with targeted Tier 2 or intensive Tier 3 interventions.



At Boulder Primary School, we are committed to supporting the wellbeing of all students and families. Our school psychologist and chaplain provide on-site support for mental health, social-emotional needs, and wellbeing. We also work closely with external agencies such as CAMHS and Centrecare to ensure students and families have access to specialised services and ongoing care.