



Behaviour Management Policy

Purpose:	To inform Team, children and caregivers about appropriate behaviour and prohibiting corporal punishment. To outline how the school will respond to behaviours that breach these rights and responsibilities. To comply with Child Safe Standards in Ministerial Order 1359
Scope:	All Team and children
Implemented by:	Principal
Approved by:	WP Board
Reviewed:	As regulatory changes arise, improvements are identified or every 2 years.
Communicated via:	WP Website, Team Handbook, Family Handbook

1. Policy Statement

At Woodline Primary, we believe that social and emotional awareness are just as important as academic learning. We believe that developing emotional intelligence is a skill that leads to growth, resilience and leading a fulfilled life. We also believe that children are a product of their environment, and their behaviour is always expressing an unmet need or lack of information.

This understanding informs Woodline Primary's approach to behaviour management. We recognise that creating safe environments for children to be seen and gently guided to be in a state of balance is pivotal in upholding the vision and ethos of the school.

While actively supporting individuals to learn and practise effective methods of communication and behaviour we also remain conscious of protecting the safety and rights of others. The purpose of this policy is to ensure that values of mutual respect are adhered to in day-to-day practice and the procedures followed in managing behaviour. It sets out clear expectations for all children and the Team with the purpose of keeping all children safe, secure and supported and establishes a shared understanding of the procedures in instances where these values have not been adhered to.

2. Aims

We have a commitment to encouraging all children to progress at their own pace towards their own goals and to be respected as individuals in their own right. A commitment to our children to be nurtured and challenged in an atmosphere that inspires creativity and



independent thinking in all areas of life and does not, overtly or subtly, use competition or punishment to motivate through the fear of failure.

Woodline Primary puts kindness, compassion, empathy and social relationships at the centre of its operations.

We use non-punitive practices to assist in any behavioural issues and always hold connection as the foundation to help children who are displaying off-track behaviour.

3. Implementation

Woodline Primary's underlying approach to managing child behaviour is based on the expectation of active, mutual respect for all as well as helping children with any unmet needs so they can operate from a centre of feeling connected to themselves and others.

Our children and Team are expected to demonstrate their respect for themselves and for each other. When evidence of off-track behaviour is present, we aim to use a restorative approach to help a child or children come back into balance.

If this doesn't shift certain off-track behaviours, then communication with caregivers and the support team will take place to assist the child with the issues that are present. Our goal is to always work with families to support a child with any unmet needs.

Guidelines for responding to child behaviour

Every effort will be made to:

- Listen to each child
- Seek to understand their behaviour and see behind what may be causing it
- Encourage the child to express how they are feeling
- Discuss with them the affect their behaviour has on other members of the group
- Encourage the child to take the time to reflect on their behaviour
- Help the child work out how to 'repair' by seeking a resolution
- Support the child through the process of restorative practices
- Acknowledge and put in context all aspects, emotions and behaviours of the child
- Encourage the development of self-discipline
- Establish and communicate clear boundaries for all children
- Foster respectful open, direct and honest interactions with children
- Welcome the fact that children often make mistakes
- Encourage children to accept responsibility for their behaviour through the use of natural and logical consequences
- Engage caregivers in the process of supporting children
- Never shame or yell at a child for their behaviour
- Welcome tears and expressions of frustrations

Our Team members will:

- Prioritise the emotional and physical safety of all children
- Acknowledge, embrace and apologise for our own mistakes



- Believe in shared responsibility for the wellbeing of every child and educate each other by sharing our insights and understandings of children
- Accept the individual differences of each child
- Continue to look at our own reactivity and responses to the child
- Engage in ongoing personal development around emotional wellbeing
- Accept that Woodline Primary may not suit all children at each stage of their learning and growth
- Develop a strong understanding of the school's policies and procedures for managing behaviour
- Ensure that all children are treated, and treat others, with respect
- Establish classroom expectations with children
- Communicate with caregivers around any off-track behaviour
- Develop specific care plans and learning support plans (IEPs) as appropriate
- Document child behaviour and communicate with caregivers and if needed, a Executive Team member/Wellbeing Guide

Corporal punishment is not permitted under any circumstances at Woodline Primary.

Behaviour Covered by this Policy

Inappropriate Behaviour

We recognise there are different levels of inappropriate behaviour which impact the rights of each child.

These can range from just being and annoyance to causing serious harm to people or property.

Some examples of different levels of behaviour that need to be addressed are:

Level 1 Low level name calling, minor embarrassment, disrupting class discussions, distracting others learning, putdowns, non-cooperation

Level 2 Serious name calling, major embarrassment, defiance, low-level physical contact (e.g. pushing)

Level 3 Threatening others, serious physical violence (e.g. punching, kicking, intent to injure), inappropriate physical contact, high level swearing or graffiti/vandalism, bullying



Hands-Off Play Guidelines

- No child is to touch another child in a manner judged inappropriate by Team members
- No child is to use any form of physical violence against another child, even in 'fun' or as a 'practical joke'
- No contact sports/games/activities are to be played during recess and lunch times.
- Play fighting is not acceptable behaviour in the school environment
- Self-defence is defined as the minimum required force to put oneself in a position of safety. Retaliation or revenge will not be tolerated
- Bullying (physical, emotional, mental, social) or any other kind of stand-over tactics will not be tolerated
- Team members will reinforce these guidelines during any school times/events, where the Team are deemed responsible for children

Team Responses to Inappropriate Behaviour or a Breach in the Hands-Off Play Guidelines

	Level 1 Low level name calling, minor embarrassment, disrupting group discussions, distracting others' learning, putdowns, non-cooperation	Level 2 Derogatory name calling, major embarrassment, defiance, low-level physical contact (e.g. pushing)	Level 3 Threatening others, serious physical violence (e.g. punching, kicking, intent to injure), inappropriate physical contact, high level swearing or graffiti/vandalism, bullying
Step 1	<ul style="list-style-type: none"> • A child who is observed engaging in any inappropriate behaviours towards another child will be calmly spoken with and the Team member will describe the behaviour they have witnessed and reiterate the Guidelines. The Team member will make a request describing what is needed / wanted from the child in regard to their behaviour • Group Guide to be informed • Group Guide to enter a Chronical entry for the child 	<ul style="list-style-type: none"> • If the child is observed engaging in any inappropriate behaviour, Group Guide to be notified • Group Guide to speak with child and reiterate what is needed in regard to their behaviour • Group Guide to enter a Chronical entry for the child • Group Guide to inform caregivers by phone or in person 	<ul style="list-style-type: none"> • Child removed from the incident • Group Guide to notify Deputy Principal • Behaviour Support Plan established by Deputy Principal, Caregivers, Group Guide and Child • Deputy Principal to enter a Chronical entry and attached the plan for all Team members to follow • Deputy Principal to refer to Principal if they believe a reset day is required



<p>Step 2</p>	<ul style="list-style-type: none"> • If the child continues with inappropriate behaviour, Group Guide to speak with child and reiterate what is needed in regard to their behaviour • Group Guide to enter a Chronical entry for the child 	<ul style="list-style-type: none"> • If the child continues with inappropriate behaviour, the child is removed from the situation and supervised away from the individual or group • Group Guide determines whether a restorative conversation is required • Group Guide to inform caregivers by phone or in person • Group Guide to enter a Chronical entry for the child 	<ul style="list-style-type: none"> • If another incident occurs, Principal is notified by Deputy Principal • Principal will determine if a reset day is required • Principal to inform caregivers of the incident and outcome • Principal to enter a Chronical entry for the child • Behaviour Support Plan may be amended at the Principal's discretion
<p>Step 3</p>	<ul style="list-style-type: none"> • If the child continues with inappropriate behaviour, Group Guide determines whether a restorative conversation is required • Group Guide to share with Wellbeing Guide the behaviours that are being observed. Wellbeing Guide to check in with child to establish if they need further wellbeing support • Group Guide to inform caregivers by phone or in person • Group Guide to enter a Compass Chronical entry for the child 	<ul style="list-style-type: none"> • Child removed from the incident • Group Guide to notify Deputy Principal • Behaviour Support Plan established by Deputy Principal, Caregivers, Group Guide and Child • Deputy Principal to enter a Chronical entry and attached the plan for all Team members to follow 	<ul style="list-style-type: none"> • Principal to meet with Caregivers • Principal to determine if enrolment can continue • Enrolment may be cancelled - enrolment cancellation will be provided to caregivers in writing • When the Principal determines that a child's enrolment will be cancelled, this will be recorded in the School Management System by the Principal • Principal to inform The Board
<p>Step 4</p>	<ul style="list-style-type: none"> • If the child continues with inappropriate behaviour, Group Guide to notify Deputy Principal. • Team to determine whether Behaviour Support Plan in required to establish goals with child 	<ul style="list-style-type: none"> • Child removed from the incident • If another incident occurs, Principal is notified by Deputy Principal • Principal will determine if a reset day is required 	



	<ul style="list-style-type: none"> • Group Guide to enter a Chronical entry and attached the plan for all Team members to follow • Group Guide to inform caregivers by phone or in person 	<ul style="list-style-type: none"> • Principal to inform caregivers of the incident and outcome • Principal to enter a Chronical entry for the child • Behaviour Support Plan may be amended at the Principal's discretion 	
Step 5	<ul style="list-style-type: none"> • Child removed from the incident • If another incident occurs, Principal is notified by Deputy Principal • Principal will determine if a reset day is required • Principal to inform caregivers of the incident and outcome • Principal to enter a Chronical entry for the child • Behaviour Support Plan may be amended at the Principal's discretion 	<ul style="list-style-type: none"> • Principal to meet with Caregivers • Principal to determine if enrolment can continue • Enrolment may be cancelled - enrolment cancellation will be provided to caregivers in writing • When the Principal determines that a child's enrolment will be cancelled, this will be recorded in the School Management System by the Principal • Principal to inform The Board 	
Step 6	<ul style="list-style-type: none"> • Principal to meet with Caregivers • Principal to determine if enrolment can continue • Enrolment may be cancelled - enrolment cancellation will be provided to caregivers in writing • When the Principal determines that a child's enrolment will be cancelled, this will be recorded in the School Management System by the Principal • Principal to inform The Board 		



Behaviour Support Plan

Behaviour Support Plans are a template for recording specific examples of a child's inappropriate behaviour, what behaviour is required from the child, strategies to support the child to achieve a change in behaviour, the process that will occur if the behaviour continues. A Behaviour Support Plan is developed at a meeting attended by the child and their caregivers and includes a review date.

Refer to Appendix – Behaviour Support Plan Template

4. Communication of Woodline's Approach to Behaviour Management

Woodline Primary will share the Behavioural Management Policy with the Woodline Primary community to highlight steps and strategies regarding the development and behavioural issues.

Our Code of Conduct will place significant emphasis on the development and recognition of supporting children to stay connected and assist them in processing problems so they can come back into balance and function well in the school.

Caregivers will be kept informed and actively encouraged to assist in the development of their children's emotional wellbeing with information sessions and workshops.

Children will be reminded of Woodline Primary's values and principles throughout the day as it is integrated into the curriculum.

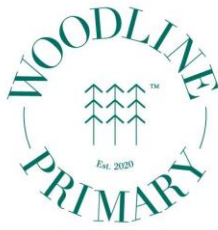
Information in school newsletters and emails around positive parenting and behaviour strategies will be shared with caregivers.

Information packs will be given to all enrolled families sharing our discipline and behaviour policies and plans.

If a caregiver does not agree with a decision made by the school or believe that the steps in this policy have not been followed, they should refer to the Complaints and Grievances Policy which can be found on the school's website.

Table of Amendments

Version number	Date	Short description of amendment
1.0	June 2020	Draft of the new policy



2.0	December 2022	Improvements identified and updated
3.0	December 2024	Improvements identified and updated
4.0	January 2025	Improvements identified and updated
Scheduled review date		December 2026