



Student Behaviour Education Policy

The Student Behaviour Support Policy recognises the successful journey from childhood to adulthood is rarely done well without the guidance of adults, and as adults we must rise to the demands of meaningful, consistent and honest guidance.

Our aim is to ensure children have opportunities to:

- ✓ Develop connection and belonging
- ✓ Experience trust and respect
- ✓ Develop a sense of personal competence
- ✓ Learn how to repair relationships and be comfortable to reenter the learning environment.

Behaviour Education is about using 'wisdom' not force to guide children in the development of positive social behaviour.

Purpose	Staff at BPS support student development through their training in child development and neurobiology of trauma, providing instruction, clear expectations of respectful behaviour and modelling expectations. This is done in a supportive, caring and constructive environment that values connection and relationships. The outcomes sought are to ensure students are ready to learn, to develop and reinforce the value RESPECT and to encourage positive mindsets and behaviours. This will allow students to <i>develop their own capacity to grow into thriving adults with self-regulation skills.</i>
Action	BROMPTON PRIMARY SCHOOL EXPECTATIONS BPS Student expectations • Respect rights of others to be physically and psychologically safe. This includes verbal, physical, and online interactions. • Treat others with kindness, respect, and inclusiveness. • Use taught strategies to solve peer conflict in classroom and yard. • Use 'tools not toys' to support regulation if required. • Participate in classroom to highest personal ability. • Seek support from adults to intervene when they see behaviours of concern in person or online. • Treat property and belongings with care. BPS Teacher Expectations It is the primary responsibility of teachers to maintain and repair (when possible, allowing for time if needed) relationships within the context of the classroom. • Build a learning environment that is physically and psychologically safe with consistent routines. • Seek connection before correction. • Recognise and respond to where they are within their own window of tolerance. • Plan for and explicitly teach positive, inclusive behaviours and expectations around behaviour. • Support and guide children to prevent, reduce and redirect behaviours of concern. • Consistently use trauma informed scripts. Introduce and embed in classroom culture. • Consider the needs of the child when implementing strategies to support development. • Understand that developmentally appropriate boundary testing will occur.

Action continued	• Utilise their training and draw upon tools in their Trauma Aware Toolbox, including strategies such as grounding techniques and the PACE model <i>Name It to Tame It</i> – playfulness, acceptance, curiosity, empathy. • Use their trauma informed lens to unpack some of the social, family and environmental factors leading to challenging and concerning behaviours. • Use a range of strategies and fair logical consequences before using SUPPORT – LEVEL 2. BPS Leader Expectations • Support by responding when the teacher is unable to resolve the situation. • Monitor behaviour, act on any reports about maladaptive behaviours. This includes incidents that happen out of hours or off site that impact relationships at Brompton Primary School. • Consider the use of suspension and exclusion from school to support safety. This is after we consider all other options to reduce danger. • Report criminal offences to the police. • Negotiate other learning options, away from school, to facilitate a safe environment for all.
	BPS Parents / Caregivers Expectations Parent, caregivers, and family members are key partners in support behavioural change. • It is expected that families support the standards of behaviour required of children in this school and any subsequent negotiated outcome as outlined in the school policy. • Recognise the school will determine the degree of seriousness of the various behaviours of concern based on its expectations of children. • Parents/Caregivers will be provided with information relating to the modifications and strategies being implemented to support their child. They will be informed of progress made towards developmentally appropriate independent, self-regulated behaviour. • Families will support children to develop safe behaviours at home, including online.
	BPS Excursion / Travel Expectations A camp or excursion is an extension of the school. Staff and students must behave appropriately at all times in accordance with the Code of Ethics for the South Australian Public Sector and the Department for Education Behaviour Support Policy. The standards of safety often require higher behaviour expectations while off site. In extreme behaviour of concern cases excursion staff, following consultation with, and the approval of, the Principal reserve the right to determine that a student should return to school during an excursion or camp, and resume face to face learning or be sent home.
Related items:	Site Specific references – J:/Quality Framework/Student Behaviour Education DofE Suspension, exclusion & expulsion of students – Procedure
Review	End 2027 or in line with the Department for Education process.
	Governing Council ratified 04/12/2025