2026 Roseworthy Positive Behaviour Policy

Purpose

At Roseworthy Primary School, we are committed to fostering a safe, inclusive, and respectful environment where students thrive academically, socially, and emotionally. Our positive behaviour policy focuses heavily on a proactive, strengths-based approach, focusing on recognising and celebrating positive behaviours, developing life skills, and building healthy relationships. This policy has been written to align to the Department for Education (DfE) Behaviour Policy and the Suspension, Exclusion, Expulsion (SEE) procedure. By equipping students with tools for emotional regulation and conflict resolution, we aim to enhance learning outcomes, strengthen the school community, and support student and staff wellbeing for long-term success.

The purpose of this positive behaviour policy is to:

- Ensure effective, consistent and fair behaviour support for students at Roseworthy Primary School
- Assist RPS students to safely participate in learning in a positive way that respects other students and staff
- Promote positive, inclusive and respectful behaviours
- Be transparent with the community and outline a clear site process in response to student behaviour.
- Promote connected relationships between students and staff.
- Support students to develop important life skills, such as emotional regulation, conflict resolution, and decision-making.
- Develop personal and social capabilities of students to understand and exercise their rights and responsibilities so they are able to fully contribute towards a safe and supportive teaching and learning environment.
- Reinforce collaborative process between families, staff, and the broader school community in supporting positive student outcomes long term.

Promoting Positive Behaviour in the Classroom

All classrooms use a range of techniques to reinforce positive behaviour and celebrate successful behaviour choices made by students. These techniques include whole site initiatives, class awards and individual recognition.



The Zones of Regulation is explicitly taught across the school from R-6 which supports students to develop self-awareness. This approach helps them to understand their body signals, determine what zone they are in, and choose appropriate strategies from their toolbox to regulate their emotions and behaviours. This allows them to function in their optimal learning zone throughout the day. This program provides a consistent language between all stakeholders to develop positive emotional literacy for all students.

Parents will be notified of student behaviour via regular communication and in student reports. If your child reaches Step 3 in day, or there are ongoing behavioural concerns, your child's teacher will communicate with you via email or phone and may ask you to come in for a face-to-face meeting. If the level of behaviour requires leadership intervention, you will be contacted by a leader to discuss your child's behaviours with you and the next steps to support them.

Grievance Procedure

A grievance procedure is a vital component of a behaviour policy, providing a clear, fair, and structured process for addressing student concerns. It ensures students feel heard and respected, promotes transparency, and fosters trust within the school community. By addressing issues consistently and impartially, the procedure prevents conflicts from escalating, reduces misunderstandings, and upholds the rights and wellbeing of all parties involved. Incorporating a grievance process strengthens relationships, supports a positive school culture, and demonstrates the school's commitment to fairness and respectful communication.

Step 1 – Communicating
Step 2 – Make a Choice (opt)
Step 3 – Regulate
Step 4 – Find an Adult
Step 5 – Work through the problem
Step 6 – Seek further Support

At every step of this procedure, we focus on appropriate body language to convey empathy, show respect and build trust with others, helping to de-escalate the situation.

Students will be encouraged to be resilient and persistent and re-visit steps if required. For further information, please speak with your child's classroom teacher.



Classroom Considerations: (What we do/have in place to promote positive behaviour and students being successful)

Classroom considerations that promote positive behaviours are essential for creating a supportive learning environment where students feel safe, valued, and motivated to learn. It supports in fostering mutual respect, collaboration, and academic success.

As a site we have many pro-active considerations in place to promote positive behaviours at Roseworthy Primary School.

- Classroom and school expectations are explicitly taught and re-visited.
- All staff build positive relationships with students.
- Teachers set clear and predictable routines.
- Whole class reward systems that focus on recognising positive behaviours.
- Site wide initiatives that acknowledge positive behaviours and promote consistency across the school.
- Each classroom space has a calm corner that students can access to regulate.
- Individualised reward systems set up to support students who require a more targeted approach.
- Classroom agreements developed and revisited each term.
- The school to communicate positive behaviours home.
- Tasks are differentiated to ensure students can access tasks in all curriculum areas.

Responsibilities

We have clear responsibilities in our behaviour policy which ensures a cohesive, site-wide approach to supporting student behaviour. Involving staff, students, and families ensures collaboration, consistency, and aligned efforts across school and home. This shared responsibility strengthens communication, reinforces positive behaviours, and enhances the overall effectiveness of interventions for lasting success. The table below outlines the defined responsibilities at Roseworthy Primary School, designed to promote this collaborative approach and achieve positive outcomes for all students.

Students	Staff	Parents/Caregivers
We expect our students to: • Actively engage in all learning tasks. • Be *Resourceful* and utilise regulation strategies within the classroom. • Apply the 4R's (Resilience, Resourcefulness, Reflective, Reciprocal) across all aspects of the school environment. • Be respectful in the learning environment and allow others to learn and the teacher to teach. • Treat our learning spaces, resources and school property respectfully. • Follow the Grievance Procedure when working through conflict or issues. • Be accountable for their own choices and accept logical consequences. • Be respectful towards all adults at our school, including, visitors, teachers and SSO's. • Make TRT's and other visitors, feel welcomed and respected when at our school. • Treat others with kindness, respect and inclusiveness. • Be positive role models and support their peers to behave in safe, respectful and inclusive ways.	**We expect teachers and SSO's to:** • Provide quality differentiated teaching practice as required. • Provide time and space for students to self-regulate with appropriate support and supervision within line of sight. • Explicitly teach the Zones of Regulation curriculum to support students to develop self-awareness. • Communicate with families about behaviour to inform them. • Have a designated regulation space accessible to support students to regulate when required. • Establish consistent daily routines. • Explicitly teach and model usage of the Grievance Procedure to support students to work through conflict respectfully. • Follow the behaviour process and flow chart when supporting a student. **We expect leaders to:** • Follow the behaviour process and flow chart when supporting a student. • Monitor behaviour incidences and respond to reports of behaviour of concern. • Use the SEE Procedure when supporting students through behaviour incidences which could include – take home, suspension and/or exclusion. • Where required, contact Student Support Services for further support. • Provide ongoing training and development for staff towards proactive behaviour response. • Communicate with families when high level incidences or patterns of behaviour occur. • Implement individualised supports for students in consultation with external services where appropriate and in a school setting.	**We expect our families to:** • Ensure your child is in their correct uniform each day. • Ensure students arrive on time. • Make sure notes/forms are completed and returned punctually. • Familiarise themselves with and follow whole school policies and procedures. • Support, respect and trust teacher's decision making in regards to behaviour. • Engage in school initiatives and programs that enhance your child's social/emotional development – e.g. Zones of Regulation. • Work collaboratively with the school to resolve concerns when an incident occurs. • Seek support from our staff to create consistent responses to behaviours of concern at home and at school. • Support their children to develop safe behaviours at home and monitor online social interactions. • Make a suitable time to meet and discuss your child's behaviours of concern. • Seek external professional support for their children if this is discussed with them. • Attend opportunities to learn or engage with site initiatives, reflective of student wellbeing or behaviour.

Types of Behaviour

Categorising behaviours into three tiers helps staff identify and respond to student needs with precision, ensuring interventions are appropriately matched to the level of support required. This structured approach promotes consistency, efficiency, and the effective allocation of resources, enabling schools to address behaviours systematically and foster positive outcomes for all students.

Tier 1
Low Level Behaviours

This could include:

- Leaving the classroom without permission
- Refusing to attempt learning tasks
- Using inappropriate language
- Interrupting the learning environment
- Refusing to follow adult instructions
- Deliberately distracting others and impacting the learning environment.
- Calling out in class
- Refusing to wear a hat

Tier 2
Concerning Behaviours

This could include:

- Repeated action from Tier 1 behaviours in a set learning block
- Refusing to comply with a given consequence
- Unsafe, threatening or intimidating behaviours towards staff or students
- Being unsafe with objects - throwing, hitting, etc
- Disrespectful language towards staff members and students
- Accessing inappropriate content on school IT devices.

Tier 3
High Level Behaviours

This could include:

- Repeated action from Tier 2 behaviours in a set learning block
- Leaving school grounds
- Violence towards a staff member or student
- Deliberate damage to school property
- Verbal abuse directed towards an adult or a student
- Making racial or discriminatory comments to others
- Repeated harassment including; physical, verbal, cyber, etc

Responding to Behaviour

Classroom:

Step 1 - Verbal Reminder

Discuss learning expectations in relation to the values with the student.

Step 2 - Alternative learning space in class

Request that the student moves to a designated area in the classroom. This should be somewhere the student can reflect on their choices. When ready to engage with learning, the student can return to their space. Student to communicate what zone they are in.

Step 3 - RESET - Alternative class

Student required to move to an alternative learning area for a designated period of time. This gives the student time to reflect on their choices and what zone they are in. The teacher will support the student with a restorative conversation at an appropriate time soon after. Teachers will look at additional intervention strategies to support a student.

Step 4 - Office Reflection

Once pro-active strategies have been put in place and the student continues with inappropriate behaviours, a member of leadership will respond to support the student to address the behaviour. This will result in time spent in the office, reflecting 1:1 with a leader. It will also provide an opportunity to understand what the student is trying to communicate and setting up a plan to re-enter the classroom successfully.

Step 5 – DfE SEE Procedure

Leadership to be guided by any further decisions by the Department for Education 'SEE' (Suspension, Exclusion, Expulsion) policy.

***Note -** In the result of a suspension, parents/caregivers will need to attend a re-connection meeting where we will discuss goals and provide necessary supports for the student's safe and positive reconnection back in the school environment.

Yard:

All yard supervision teachers use a range of techniques to reinforce positive behaviour and celebrate successful behaviour choices made by students. These strategies include awarding Roseworthy Reward Cards, verbal acknowledgement and informing the class teacher so the student can be acknowledged in the classroom.
Logical consequences for inappropriate yard behaviour are negotiated with students whenever possible e.g. Yard clean up, Yard Sit Out, Reflection and/or Restricted Play.

Explanation of Terms

This policy is guided by the Department for Education – Suspension, Exclusion, Expulsion (SEE) policy. The key terms below are taken from the SEE procedure and definitions are included below:

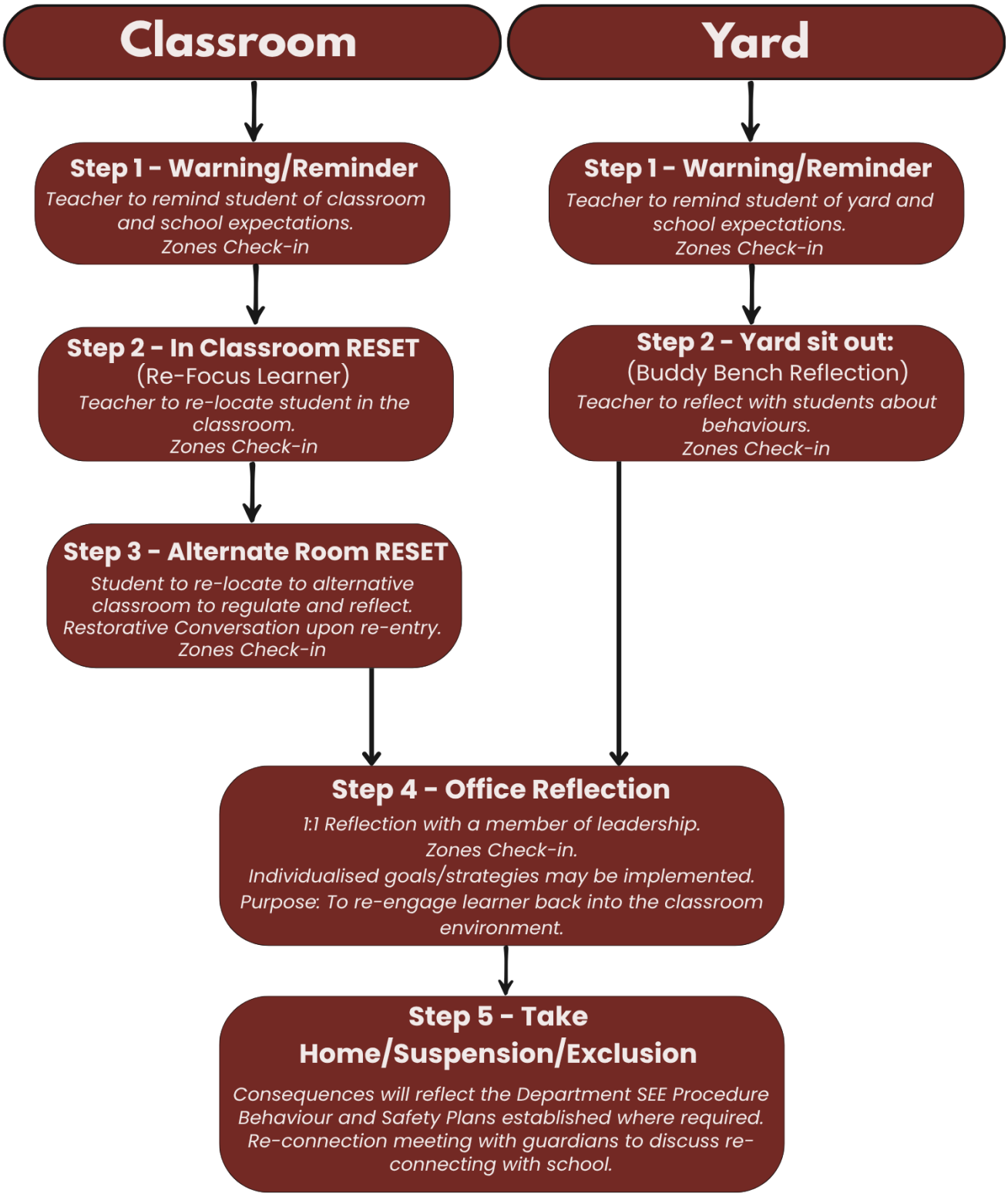
- **Take Home** - Take-homes are used to respond to student behaviour emergencies in a proactive way to prevent behaviours from escalating. A behaviour emergency is when a student's behaviour puts the safety of themselves or others at risk, and the student cannot be supported to safely remain on-site.
- **Suspension** - Suspensions are short term responses to behaviour that endangers safety or interferes with teaching and learning. The school decides how many days are needed (from 1 to 5 school days) to plan and provide necessary supports for the student's safe and positive reconnection back into the school environment.
- **Exclusion** - Exclusions are longer term responses to serious behaviour that endangers safety or persistently interferes with teaching and learning. The seriousness and impact of the behaviour means it is not possible to plan for the student's safe return to school within a 1 to 5-day suspension. The school decides how many weeks are needed from 4 to 10 weeks to plan and provide necessary supports for the student's safe and positive reconnection back in the school environment.

More information can be found at:

Take Homes: Take home fact sheet SEE procedure
Suspensions: Suspension fact sheet SEE procedure
General Information: Suspension and exclusion information for parents and carers fact sheet - English

Roseworthy Behaviour Flow Chart

The purpose of the behaviour flow chart is to provide a clear, consistent framework for staff to follow when addressing inappropriate student behaviour. It ensures all interventions are systematic, fair, and aligned with school-wide expectations, supporting positive outcomes for students and fostering a safe and inclusive learning environment.



This policy was last ratified by Governing Council in:	Jan 2026	Review 2029