



NEWTON PRIMARY SCHOOL

Behaviour Management Document 2026

Our motto is CARE - Cooperation, Achievement, Responsibility, Endeavour

Newton Primary School Behaviour Support Policy 2024

Introduction

We provide a safe and positive learning environment. A whole school approach is used for effective student management. It is preventative, promotes positive social behaviour, student wellbeing and development of self-discipline. The focus is on positives and early intervention. Students need to be taught and supported to behave appropriately to meet the Newton Primary School Code of Conduct.

Background

All Newton Primary School staff have completed the 1,2,3 Magic Professional Learning and this is applied in all classrooms. We recognise that a whole school commitment to positive behaviour management is the most effective approach. The following research principles apply.

- All behaviour is communication. Behaviour is learnt. Responsible behaviour can be taught through teaching and correction.
- Efforts to assist students to become socially competent require ongoing teaching, encouragement and correction.
- Student discipline is a shared responsibility and requires a consistent effort by all staff and parents.
- Consensus on procedures and consistent implementation is essential.
- Positive approaches strengthen teacher-student relationships.

We support students and gain an understanding what motivates behaviour through:

- Whole school approach to positive teacher /student relationships and explicitly teaching social and emotional skills using the Quest for Virtues program and Zones of Regulation.
- Valuing student voice.
- Coaching in 1,2,3.
- Heart, Hands, Head.
- Walk and talk informal chats.
- Recognising that relationships are very important.
- Recognising that teachers are mentors, coaches and learning guides.
- Building a positive learning culture that builds trusting relationships and resilience (normalising errors).
- Collaboration, shared responsibility – layers of shared responsibility.
- Teach / explain – explicitly.
- Using the zones of regulation problem-solving catastrophe scale to determine how big the problem is.
- Short term, realistic, achievable goal setting aimed at independent problem solving and celebrating success.
- Using the Personal and Social Capability Continuum for assessment and Health lessons.
- Investigate the reasons behind behaviours (home/attention).
- Building resilience by giving quality feedback on behaviour to enhance self-confidence, self-efficacy and engagement.
- Planning informed, targeted, fair and proportionate responses to maintain effective relationships using restorative approaches.
- Parent support at home with strategies. PD for parents provided by School Psychologist.
- Valuing relationships with parents.
- Conversations with parents.
- High expectations.
- Collaborative shared approach.
- Making time to emotionally coach students – need to be flexible.
- Identifying social and emotional needs underpinning individual behaviours of concern.
- Understanding the right time to intervene.



Proactive Resources

- The Values and Virtues program is implemented in all classes.
- The Zones of Regulation is implemented in all classes.
- School staff work with students to support them every day.
- The School Chaplain works with individuals and small groups.
- Peer Mediators support students in the playground.
- The front office staff have built relationships with students.
- Rainbows facilitation with a teacher.
- The Psychologist presents the 'Cool Kids' program for students with anxiety.
- Where needed SSEND and SSENBe are consulted.

Rewards – Recognition of positive behaviour

- The 1,2,3 Magic program emphasises 4 positives to 1 negative.
- After each assembly (fortnightly) 10 minutes extra play.
- Faction tokens with an icypole at the end of the term for the winning faction.
- Faction tokens are used in classrooms.
- Value slips – in the classroom and the playground with a handband chosen at random at assembly.
- Classroom level rewards vary and include eg raffle tickets, Dojo points, stickers.
- Year 6 Graduation Awards for Citizenship, RSL, Endeavour and Principal Award.

Good Standing

Good standing refers to a student's positive behaviour and adherence to school values, allowing them access to special activities and privileges such as excursions and rewards. All Students commence with and retain good standing while exhibiting the behaviours that align with Newton Primary School values and beliefs. Students maintain good standing by consistently demonstrating respect, responsibility and effort, however students can lose it for serious or repeated misconduct, with opportunities to regain it through structured restorative practices.

Detention

Detention is the consequence for behaviour choices that are deemed to be a major breach of school rules and offers an opportunity for students to reflect on their actions. It provides guided support from staff to assist them in making appropriate and caring choices, and may also involve restorative conversations with affected peers. Students engage in a single supervised break from the playground.

Suspension

Suspension is the temporary removal of a student from school as a consequence of serious or repeated behaviour that violates school rules. It serves as both a corrective measure and an opportunity for the student to reflect on their behaviour before returning to the school environment. It is an opportunity for the student and school to calmly reset.

Newton Primary School Code of Conduct

At Newton Primary, we are all valued members of our school community, and we are committed to fostering a positive and respectful environment. We all:

- Actively engage in and support student learning.
- Participate in setting personal and academic goals, and work toward achieving them.
- Stay informed about school activities by reading newsletters and emails, and actively support the school's initiatives.
- Use respectful language.
- Refrain from engaging in behaviour that could damage your own reputation or that of others, the Department, or the public sector, including on social media.
- Adhere to the school's policies, including the dress code, sun safety guidelines, and behavior management policies.
- Treat others with respect, dignity, courtesy, honesty, and fairness, while prioritizing their safety and well-being.
- Make decisions collaboratively, impartially, and in a timely manner, by considering all relevant information, legislation, policies, and procedures.
- Contribute to creating a workplace free from harassment, bullying, or discrimination, and promote respect for all students, staff, parents, and the wider community.
- Encourage positive work habits, responsible behaviors, and maintain healthy professional relationships and boundaries.
- Take initiative to resolve minor conflicts and issues constructively.
- Make positive, thoughtful decisions.
- Avoid actions or behaviours that are inconsistent with these principles.

Anti Bullying Policy

National definition of bullying for Australian schools:

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Bullying of any form or for any reason can have long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- Mutual arguments and disagreements (where there is no power imbalance)
- Not liking someone or a single act of social rejection
- One-off acts of meanness

Bullying has three main features:

- It involves a misuse of power in a relationship
- It is ongoing and repeated, and
- It involves behaviours that can cause harm

Bullying can result in stress and anxiety for the affected person. It can affect student learning and create tension between members of the school community. The staff are committed to the eradication of bullying and will use specific intervention strategies to this end.

All staff members will:

- Publicly state to their students that bullying is not tolerated at Newton Primary;
- Model appropriate behaviour;
- Develop ways to ensure that students can report inappropriate behaviour without fear of reprisals;
- Encourage parents to discuss bullying with their children in a developmentally appropriate manner;
- Encourage open communication with parents and students to enable them to feel comfortable to discuss bullying;
- Encourage non-involved students to take positive action in both supporting students who are bullied and discouraging bullying behaviours;
- Be observant to signs of bullying and intervene;
- Report signs of bullying and encourage open communication with students and parents;
- Treat reports of bullying seriously.

Bullying Prevention Strategies:

- Explicit teaching through the curriculum as developmentally appropriate.
- Teaching of explicit values, resilience, problem solving skills and conflict resolution skills.
- Articles in school newsletter.
- Chaplain support in collaboration with the classroom teacher.
- Senior student's working with younger students eg. Buddies, peer mediators
- Incursions (Bully Zero, Constable Care, Life Ed)
- Incidents of bullying referred to Administration.



What this all looks like at Newton Primary

ECE	Year 1/2	Year 3/4	Year 5/6
<ul style="list-style-type: none"> * Quest for Values * Zones of Regulation * 1,2,3 Magic consistently used * Class rules negotiated and displayed * Positive praise 4 to 1 * Restorative practices * Raffle tickets, faction token, Dojo, verbal praise, stickers / stamps * Communication between staff * Consistent process to behaviour management between staff * Conferences with children after incidences to take ownership and responsibility of behaviours * Role play situations * Good standing – extra recess 10 minutes * Emergency red card – immediate referral to the office; Yellow card - possible problem— assistance needed; Purple card— Special Needs Assistance needed.; Blue card—Medical Emergency 	<ul style="list-style-type: none"> * Quest for Values * Zones of Regulation * 1,2,3 Magic consistently used * Class rules negotiated and displayed * Positive praise 4 to 1 * Restorative practices * Faction tokens, Dojo, Raffle tickets, marbles, money - each class is different * Code of conduct * Mindfulness videos * Use visual charts and emotional regulation tools / sensory box to support emotional / social wellbeing * Good standing - 10 minutes extra play * Emergency red card – immediate referral to the office; Yellow card - possible problem— assistance needed; Purple card— Special Needs Assistance needed.; Blue card—Medical Emergency 	<ul style="list-style-type: none"> * Quest for Values * Zones of Regulation * 1,2,3 Magic consistently used * Class rules negotiated and displayed * Positive praise 4 to 1 * Restorative practices * Faction token and class rewards used regularly * Expectations for time out is consistent * Low level behaviours managed at teacher level. 1. Zones. 2. Brain break 3. Walk and talk with emotional coaching. Informal behaviour contract (wellbeing agreement) * Restorative practices * Other student support - Chaplain, friendships + bully * Admin support in parent communication * CMS explicit teaching in Health Zones * Good standing extra recess * Emergency red card – immediate referral to the office; Yellow card - possible problem— assistance needed; Purple card— Special Needs Assistance needed.; Blue card—Medical Emergency 	<ul style="list-style-type: none"> * Quest for Values * Zones of Regulation * 1,2,3, Magic consistently used * Class rules negotiated and displayed * Positives praise 1 to 4 * Restorative practices * Faction tokens and class rewards used regularly * Partnerships with parents. * Peer mediators * Student /teacher negotiated rewards. * Opportunities with working on sporting activities with younger students. * Rec Room privilege * Student voice * Good standing extra recess. * Emergency red card – immediate referral to the office; Yellow card - possible problem— assistance needed; Purple card— Special Needs Assistance needed.; Blue card—Medical Emergency

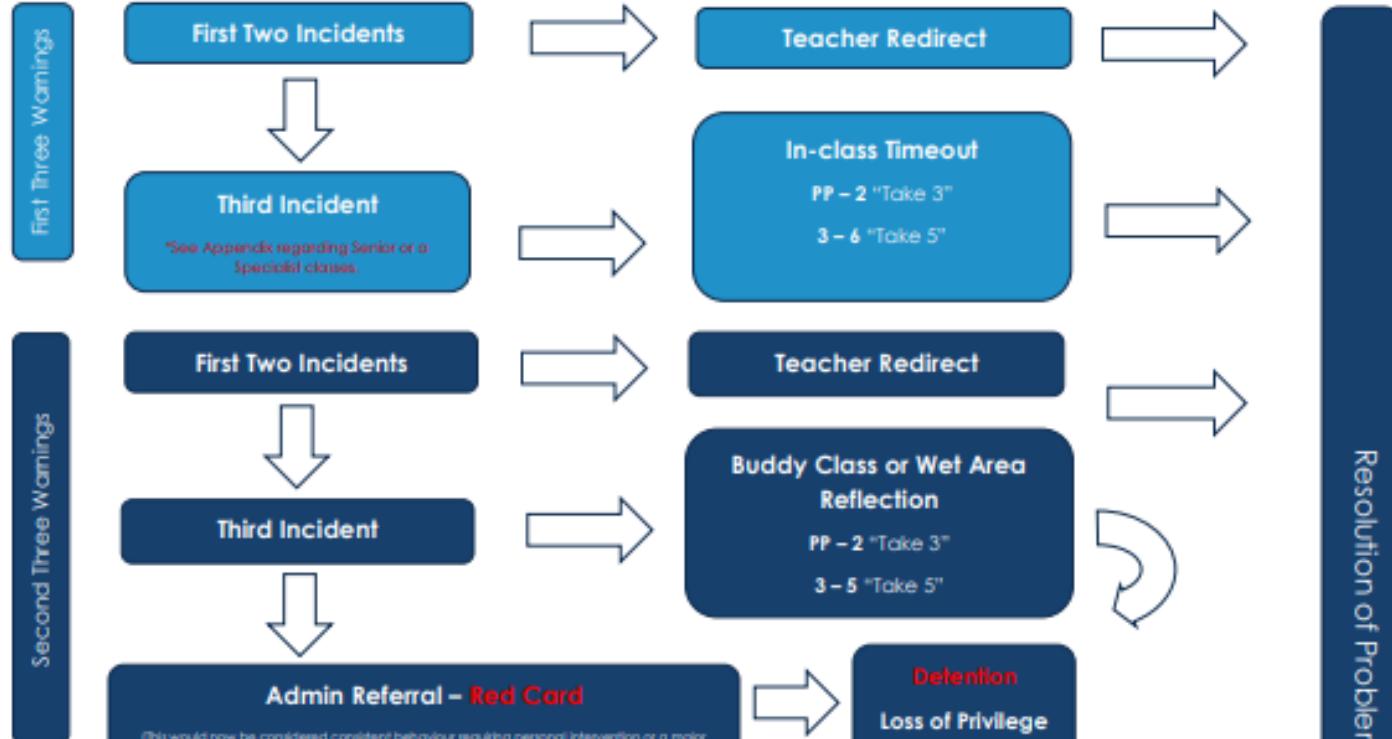
Classroom Behaviour Management Flow Chart



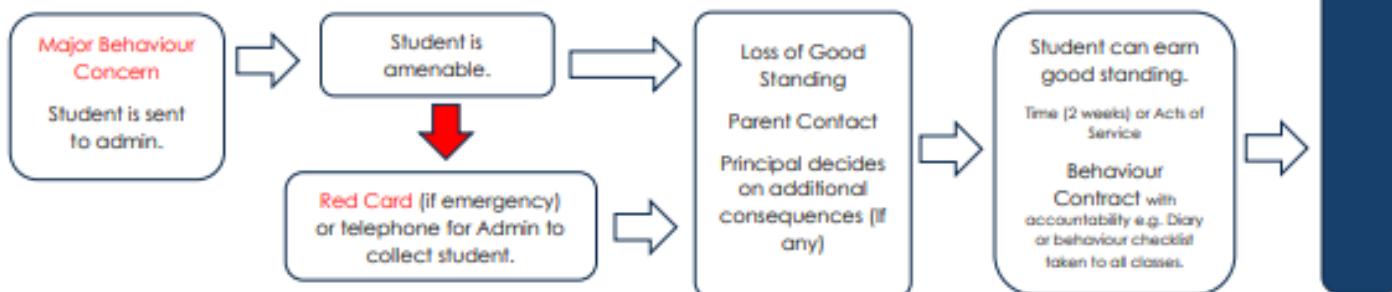
Positive Classroom Environment

Children and their teachers interact positively in the classroom without the need to apply Behaviour Management Procedures. Positive incentives will be given in each classroom e.g. Faction tokens, Dojo points etc. Teachers will maintain communication with parents to inform of positive behaviour including email and phone calls. Students who display positive examples of behaviour will also be recognized by Administration with Values Slips and merit awards.

Low level behaviours addressed in the Classroom using 1, 2, 3 Magic and active CMS. These are considered minor behaviours concerns.



A Minor Behaviour concern can escalate into a major concern or separate behaviours may occur while the student is progressing through the above flow chart. On these occasions, there will be an automatic referral to Admin for personal intervention and de-escalation if required.

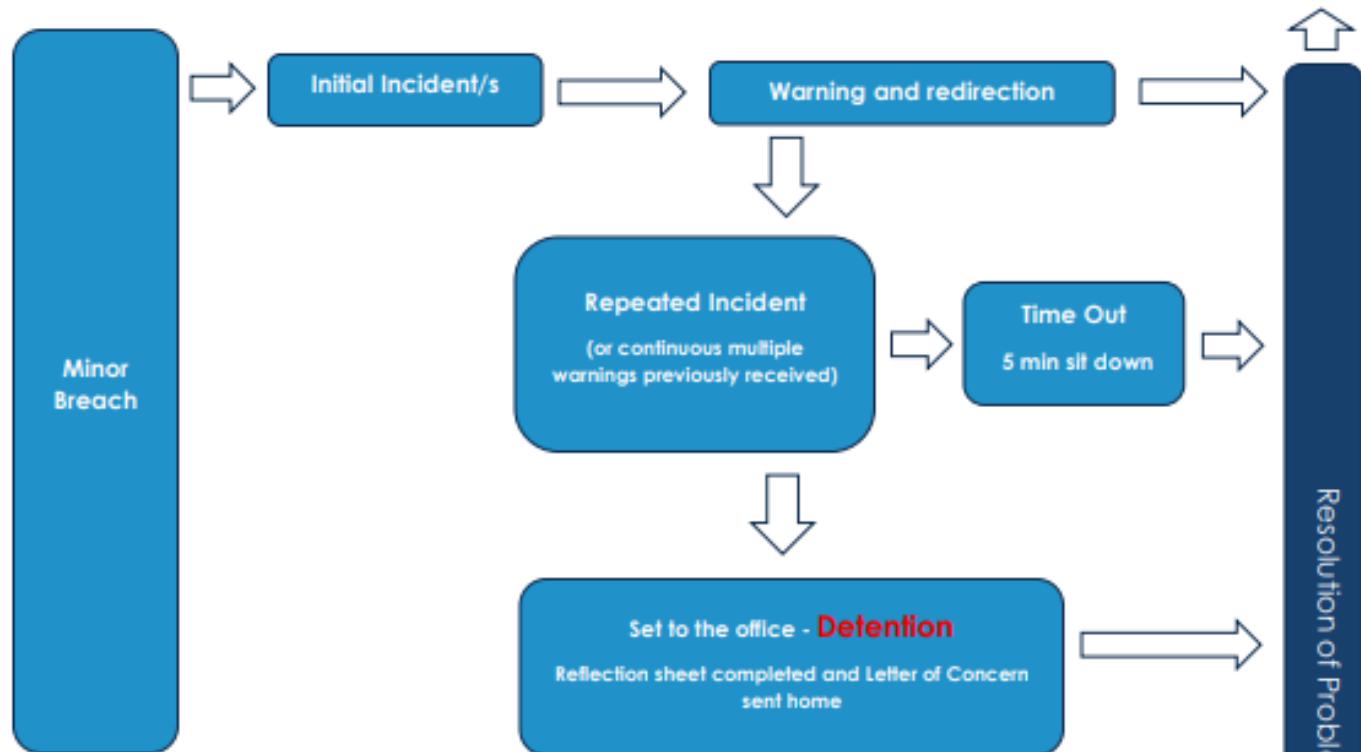


Playground Behaviour Management Flow Chart

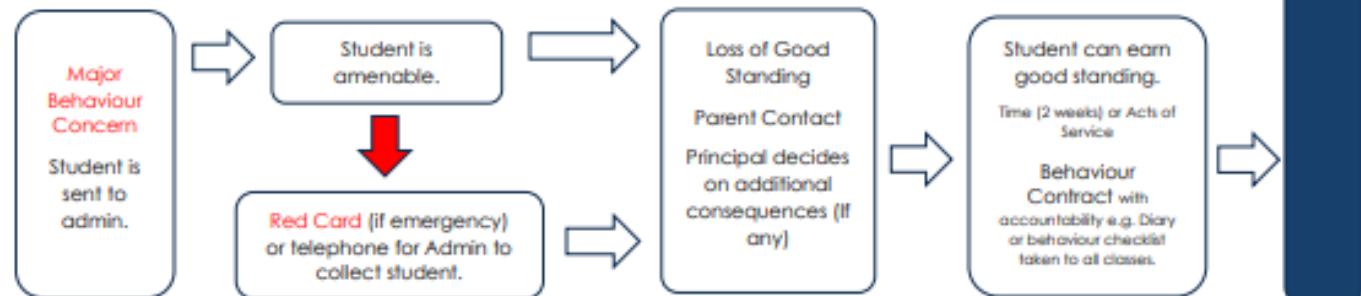


Positive Playground Environment

Duty teachers are proactive in the playground encouraging positive behaviour through Faction Token system, verbal praise and reinforcement for students following expected playground behaviours. Student Peer Mediators also provide support for conflict resolution, problem solving and praise in the form of Value Slips to be celebrated at each whole school assembly with Armband Awards.



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Procedures and Consequences of Bullying

Staff Response to Reported Bullying:

- Listen carefully to the 'targeted' student, offer advice, talk to the student who demonstrates bullying behaviour using a non-threatening approach and take appropriate action.
- Follow-up by checking on both the student who demonstrates bullying behaviour and the targeted student to ensure the situation has been resolved.
- If needed refer incident to Administration.

Administration Response:

- Both the student who demonstrates bullying behaviour and the targeted student will be referred to an administration team member.
- A range of options including no blame approach, methods of shared concern, restorative practice, detention and suspension will be used appropriately to deal with the bullying.
- The behaviour is recorded and monitored on SIS. Main details will be noted to enable patterns to be identified.
- Parents will be informed about serious or repeated bullying and school response.

Cyberbullying

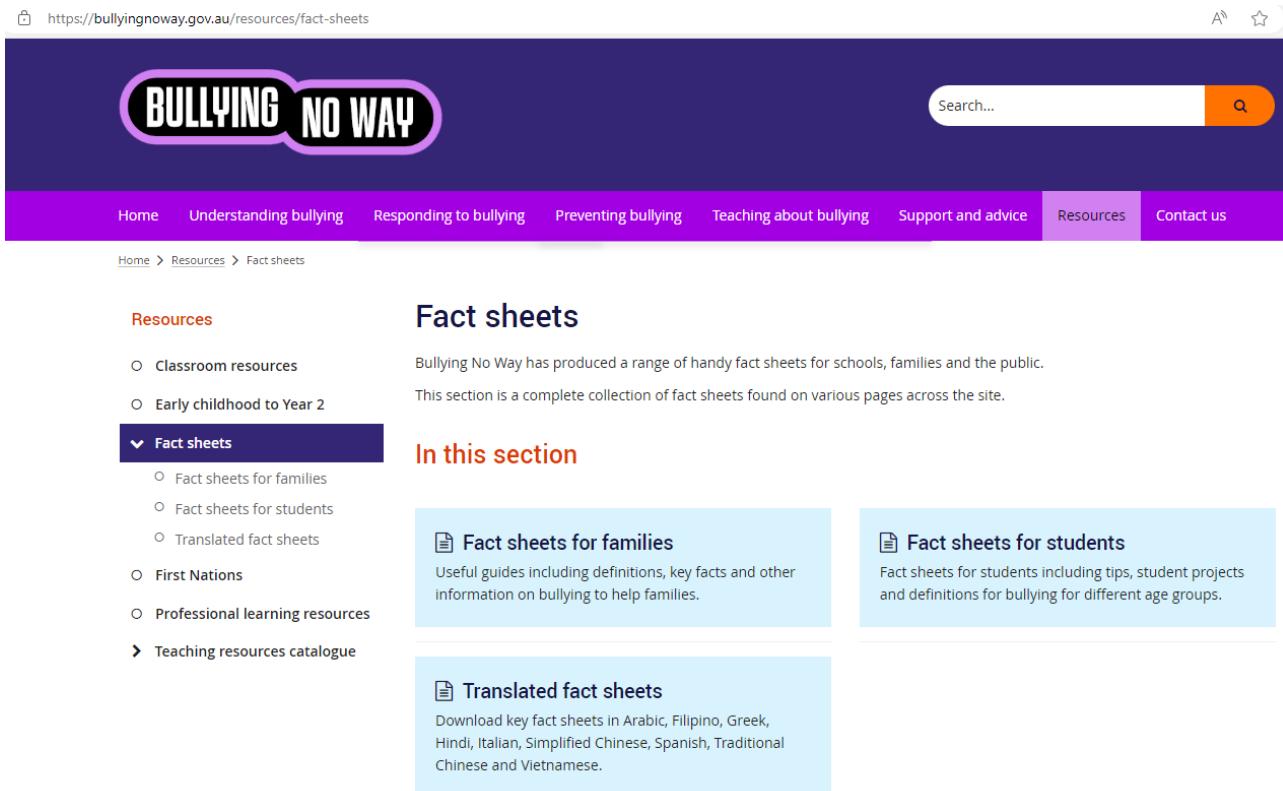
Cyber bullying refers to bullying through information and communication technologies.

Cyber bullying is dealt with in the same manner as other bullying incidents.

Students participate in preventative and education-based activities for students eg. Cyber smart programs and the safety commission. <https://www.esafety.gov.au>

Acceptable use and Code of Conduct for Internet use are signed twice by all students (once in PrePrimary-Year 2 and again in Year 3-6) and parents.

The school is available to offer advice and support material on cyber bullying that occurs after school hours. The Western Australian government and the Bullying No Way initiative have great resources on their websites.



The screenshot shows the 'Fact sheets' page of the Bullying No Way website. The page has a dark purple header with the 'BULLYING NO WAY' logo. Below the header is a navigation bar with links for Home, Understanding bullying, Responding to bullying, Preventing bullying, Teaching about bullying, Support and advice, Resources, and Contact us. The 'Resources' link is highlighted. The main content area has a purple sidebar on the left with a 'Resources' menu. Under 'Fact sheets', there are links for Classroom resources, Early childhood to Year 2, Fact sheets (which is expanded to show sub-links for Fact sheets for families, Fact sheets for students, Translated fact sheets, First Nations, and Professional learning resources), and a Teaching resources catalogue. The main content area has a 'Fact sheets' heading and a paragraph explaining that Bullying No Way has produced a range of handy fact sheets for schools, families and the public. It also states that this section is a complete collection of fact sheets found on various pages across the site. Below this are three boxes: 'Fact sheets for families' (useful guides including definitions, key facts and other information on bullying to help families), 'Fact sheets for students' (fact sheets for students including tips, student projects and definitions for bullying for different age groups), and 'Translated fact sheets' (download key fact sheets in Arabic, Filipino, Greek, Hindi, Italian, Simplified Chinese, Spanish, Traditional Chinese and Vietnamese).

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