



DPPS STUDENT BEHAVIOUR MANAGEMENT POLICY

2026



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The Department of Education Student Behaviour Policy is also available on the Department Portal and can be accessed through the Policy link.

OUR SCHOOL VISION

“Every child counts everyday”

We ensure success for all students in a positive and safe environment, through the delivery of evidence-based programs, differentiated for all learning needs. All students have the ability to develop not only academically but socially and emotionally, through a range of exciting programs available.

We actively encourage staff, families and the wider community to work together to provide a supportive and encouraging environment to ensure our students are supported and challenged to reach their full potential.

POSITIVE BEHAVIOUR SUPPORT PROGRAM (PBS)

Dudley Park Primary School is a Positive Behaviour Support school. We foster a safe and caring school, which enables students to achieve academic and social success. This is done through a common language around clear consistent expectations of positive behaviour and explicit teaching of social skills and behaviours.

We have a focus on teaching students how to interact with their peers and the wider community in a constructive and positive way. Positive Behaviour Support focuses on the development of expected norms of behaviour around a behaviour matrix and school expectations.

Dudley Park Primary School's behaviour expectations for success are **SAFE, RESPECT, FRIENDLY and ACHIEVE**. These behaviour expectations were developed in consultation with the students, staff, and wider community. Students are engaged in PBS lessons weekly. The lessons are designed to teach them how to demonstrate the four expected behaviours.

Our Positive Behaviour Support system is linked directly to our Behaviour Management Policy and informs our planning around whole school reward systems such as Good Standing, Advanced Standing, Attendance Rewards, and Whole School Prize Draws.



PBS is a research-based framework that is proven to create safer and more effective schools. PBS relies on organisational change strategies to improve the social culture, learning and teaching environment in schools, and to provide the individual behaviour supports needed to achieve academic and social success for all students. It is a prevention model, based on the premise that all students can benefit from well-implemented, evidence-based practices for improving student behaviour.

PBS provides an organisational approach for:

- Explicitly teaching expected behaviours
- A consistent and whole school approach to managing behaviour
- Improving the social behavioural climate of schools
- Supporting or enhancing the impact of academic instruction on achievement
- Increasing proactive/positive/preventive management while decreasing the need for reactive management
- Integrating academic and behaviour initiatives
- Improving support for all students, including students at risk and students with emotional behavioural disabilities (EBD)

DPPS PBS BEHAVIOUR MATRIX

The Dudley Park Primary School Behaviour Matrix outlines expected behaviours of students at Dudley Park PS across all school settings. It creates a common language between staff and students, directs the teaching of expected behaviours and assists staff in recognising, acknowledging and providing feedback of student behaviour.

	Safe	Friendly	Achieve	Respect
Whole School All the time	<ul style="list-style-type: none"> Hands and feet to yourself Use equipment for its intended purpose 	<ul style="list-style-type: none"> Use your manners Show consideration to others 	<ul style="list-style-type: none"> Do your personal best Have a go 	<ul style="list-style-type: none"> Listen attentively Follow adult instructions
Before and after school	<ul style="list-style-type: none"> Sit calmly and sensibly outside Enter and exit the school in a safe manner 	<ul style="list-style-type: none"> Interact kindly with others Greet people in an appropriate manner 	<ul style="list-style-type: none"> Get equipment ready for learning Arrive on time, prepared to learn 	<ul style="list-style-type: none"> Respect others personal space Use a quiet voice
During learning time	<ul style="list-style-type: none"> Stay in your personal space Use equipment for its intended purpose 	<ul style="list-style-type: none"> Cooperate with others Consider the feelings of others 	<ul style="list-style-type: none"> Set goals and work to achieve them Be persistent and don't give up 	<ul style="list-style-type: none"> Raise your hand and wait your turn Allow others to achieve
During breaks	<ul style="list-style-type: none"> Sit to eat and drink Play in allocated areas 	<ul style="list-style-type: none"> Keep your cool and tell an adult if something is wrong Include others 	<ul style="list-style-type: none"> Play by the rules of the game Take time to reset 	<ul style="list-style-type: none"> Put rubbish in the bin Take care of equipment and return it when finished

DEVELOPING AND PROMOTING A POSITIVE CULTURE AT DPPS

Dudley Park School is a Positive Behaviour Support School. PBS is based on:

- Building social cultures that are predictable and focused on student success.
- Teaching the behavioural expectations
- Teaching in the actual settings where behaviour are to occur
- Teaching and practicing
 - (i) the words, and (ii) the actions.

PBS is based on a 3-tier system of support:

Tier 3: (Intensive) Behaviours of 1- 10% of students	Intensive practices and systems for students whose behaviours have been documented as not responsive at tiers 1 and 2. Individualised to the specific needs and strengths of the student
Tier 2: (Targeted) Behaviours of 10- 30% of students	More intensive and specialised practices and systems for students whose behaviours have been documented as not responsive at tier 1. Generally provided in a standardised manner in small student groupings.
Tier 1: (Universal) Behaviours of 70-90% of students	Practices and systems for all students and staff implemented across all school settings.

CONTINUUM OF SUPPORT

Dudley Park's emphasis is on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviours. Instead of using a patchwork of individual behavioural management plans, a continuum of positive behaviour support for all students is implemented in the classroom and non-classroom settings. * At Dudley Park Primary School, targeted behaviour plans are expected for Tier 3 students.

PRACTICES AND INTERVENTIONS

The following PBS practices and interventions are used across the Dudley Park School Community.

School Wide All students, all staff, across all settings	<ul style="list-style-type: none"> Principal leadership and support Common behaviour purpose and approach to discipline lead by a representative PBS leadership team. Clearly defined behaviour expectations and behaviours Procedures for teaching expected behaviours A continuum of procedures for encouraging expected behaviour Continuum of procedures for responding to unproductive behaviour Procedures for ongoing data based monitoring and evaluation
Classroom Non Classroom Settings	<ul style="list-style-type: none"> Classroom routines and procedures identified, taught and acknowledged Active teacher supervision by all staff, emphasising proximity, scanning and frequent interactions CMS Low key Responses Winning Over Pre corrections 4:1 ratio of specific positive feedback Respectful, consistent redirection and error correction Multiple opportunities to respond Offering academic choice
Student Individual or groups of students whose behaviours are not responsive to Tier 1 interventions	<ul style="list-style-type: none"> Function based support planning Team and data based decision making Check in Check out Targeted social skills lessons Individualised instructional accommodation Comprehensive person centered planning and wrap around processes
Family Engaging and supporting family participation and access to resources of the school	<ul style="list-style-type: none"> Frequent, regular and positive contacts, communications and acknowledgements Formal and active participation and involvement as equal partners Access to system of integrated school and community resources

POSITIVE ENGAGEMENT

Good Standing (Pre-Primary- Year 6)

At Dudley Park Primary School, we believe learning is enhanced in a welcoming, inclusive, collaborative and caring environment. The Good Standing Policy supports this belief by acknowledging and rewarding exemplary behaviour, attendance and work ethic whilst emphasizing the importance of taking responsibility for negative choices students may make which ultimately affect their learning and the learning of others. This policy works in conjunction with the whole school Student Behaviour Management Policy. Students with Good Standing are entitled to attend school events and excursions as they have demonstrated expected behaviour.

Advanced Standing (Pre-Primary – 6)

Students who consistently display the four Expectations for Success, have an attendance percentage of 95% or higher, are at school on time and wear their school uniform regularly are eligible for Advanced Standing. Students must have their Advanced Standing Checklist (*Appendix B*) signed by classroom and specialist teachers to achieve Advanced Standing. Once Advanced Standing has been achieved, students will then receive a certificate and wristband. Students with their Advanced Standing are entitled to participate in an Advanced Standing reward once a term.

*Please see the **Good Standing Flow Chart** for guidelines for obtaining good and advanced standing and loss of Good Standing. (Appendix A)*

Hero Huddle

Every second Monday, Pre-Primary to Year 6 students meet for a short assembly to celebrate successes including:

- Friendly Kids vouchers
- Most improved attendance from the previous period wins a whole class afternoon tea with the principal

Advanced Standing Term Reward

Students who have achieved Advanced Standing are eligible to attend a reward session that is planned by the PBS team once a term.

Hero Tokens

Students displaying the Four Expectations for Success may receive a hero token that counts towards faction rewards and points.

Merit Certificates

Students demonstrating the Four Expectations for Success are eligible for a Merit Certificate provided by classroom teachers and presented at the fortnightly assembly.

PBS Lessons

All classes deliver explicit PBS lessons to teach the expectations as a whole class. PBS lessons are based on the Positive Behaviour Matrix. Lessons are delivered in each classroom by the classroom teacher once per week as a formal lesson.

APPLICATION OF DISCIPLINARY PROCEDURES

Dudley Park Primary School firmly supports the rights of both staff and students to work and learn in a safe and supportive environment. To achieve this, staff will adopt a consistent behavioural approach to limit disruption to this.

The most effective consequences are predicated upon a quality educational program and a positive classroom environment. Staff need to employ an array of preventative strategies that will reduce the likelihood of low-key behaviours escalating.

Classroom Behaviour Process:

- Students commence each day with a “clean slate”.
- Positive praise should be consistent and regular.
- Teachers use low key response strategies as a first tactic to prevent escalation of behaviours. In the event these strategies are not effective, teachers use the Classroom Behaviour Process to Manage and record behaviours.
- Students move through the Classroom Behaviour Process as described in Appendix C (Kindy and Pre-Primary) and Appendix D (Year 1 to 6). Teachers enter behaviour into Compass to notify parents/carers.
- Students will also carry with them their Behaviour Sheet (Appendix E) which teachers fill out if behaviours continue.

TAKING RESPONSIBILITY PROGRAM

A student loses Good Standing and goes onto the Taking Responsibility Program (Pink Sheet- Appendix F) if:

- they are suspended.
- they have 3 negative behaviour records entered on Compass in a two-week period. Parents/ carers will be notified by the classroom teacher if your child has had two negative entries. This will give the opportunity to discuss the potential of being placed on the Taking Responsibility Program should they receive a third negative entry.

Taking Responsibility Program delivery:

- Students will have to complete a series of five successful sheets with a maximum of three crosses per day. (Students do not need to complete 5 consecutive sheets to retain Good Standing – just 5 sheets in total with a maximum of three crosses) demonstrating the Four Expectations for Success to regain Good Standing.
- Students will attend Room 13 or the office on occasion at break times while on the Taking Responsibility Program (pink sheets). During this time students will work with a staff member who discusses expected vs unexpected behaviours at school. These are linked to our whole school behaviour matrix and PBS lessons.
- Students who achieve three crosses or less for the day will have achieved satisfactory progress for that day.
- Students should take the pink sheet home for signing and return it to the office each morning to collect a new sheet after they do a check- in with a Deputy Principal.
- Once students have completed 2 successful days, they will be allowed to play for the remainder of the time they are on pink sheets and won't have to attend Room 13 at break times.

EMERGENCY CARDS

Yellow Cards – Assistance Required

Yellow cards are a tool used in Dudley Park Primary School's Student Behaviour Policy. They are a yellow laminated card with the class name recorded on the front. These cards are sent to the office discreetly by a teacher requiring assistance with a student or students in their class. They are used for important, but not emergency, situations.

Red Cards – Emergency Situation

Red cards are a tool used in Dudley Park Primary School's Student Behaviour Policy. They are a red laminated card with the class name recorded on the front. These cards are sent to the office discreetly by a teacher requiring immediate assistance with a student or students in their class. They are used for emergency situations.

RECORD KEEPING STRATEGY

It is the responsibility of the staff member who administers the buddy class step on the behaviour sheet to enter the behaviour on Compass. Any behaviours that are referred to office level will be entered on Compass by the executive team.

Records of student behaviour will include:

- Name of student
- Details of the behaviour

COORDINATION WITH EXTERNAL AGENCIES

External agency support will be coordinated by the executive team in consultation with the classroom teacher.

Agencies may include:

- State-wide Services – SSEND/SSENBE
- Psychology Services
- Child Parent Centre
- Counselling Services
- South Metropolitan Education Regional Office

GUIDELINES FOR WITHDRAWAL AND SUSPENSION

Withdrawal of a student from classes, breaks or other school activities:

A school administrator (see Regulation 127) may withdraw a student from classes, breaks or other school activities as part of a school's planned behaviour support response. Applied as close as possible to the time of the breach of school discipline, withdrawal is used for the purpose of providing an opportunity to:

- Calm in circumstances where the student has become unable to self-regulate; and/or
- Reflect on and learn from the incident, including where appropriate engaging in restorative processes; and/or
- Evaluate prior behaviour support and negotiate and plan adjustments that may be required; and/or
- Continue a learning activity in a less stimulating environment.

When a student is withdrawn, the school administrator will:

- Notify the parent/carer about the withdrawal.
- Make sure that location and supervision arrangements always meet duty of care requirements.
- Ensure that the student is provided the opportunity to complete assignments or assessments to fulfil course requirements; and
- Create a record for each student withdrawn showing:
 - reason for the withdrawal.
 - date, time and duration of the withdrawal; and
 - notification of parent.

Additional requirements include:

- Withdrawal must not affect the student's attendance. The principal will continue to provide accommodation, supervision and appropriate educational instruction for students who are withdrawn during school hours. This includes where a student is withdrawn from significant school events that occur during school hours, such as camps, excursions or sports carnivals.
- Withdrawal should have minimal possible impact on a student's academic progress; and
- Any changes to break times must take into account students' needs, including hydration, nutrition, and toileting.

Suspension of a student from attending school:

The principal may suspend a student from attendance at school as part of a school's behaviour support plan. Suspension of attendance may be for the whole or part of each day during the suspension period.

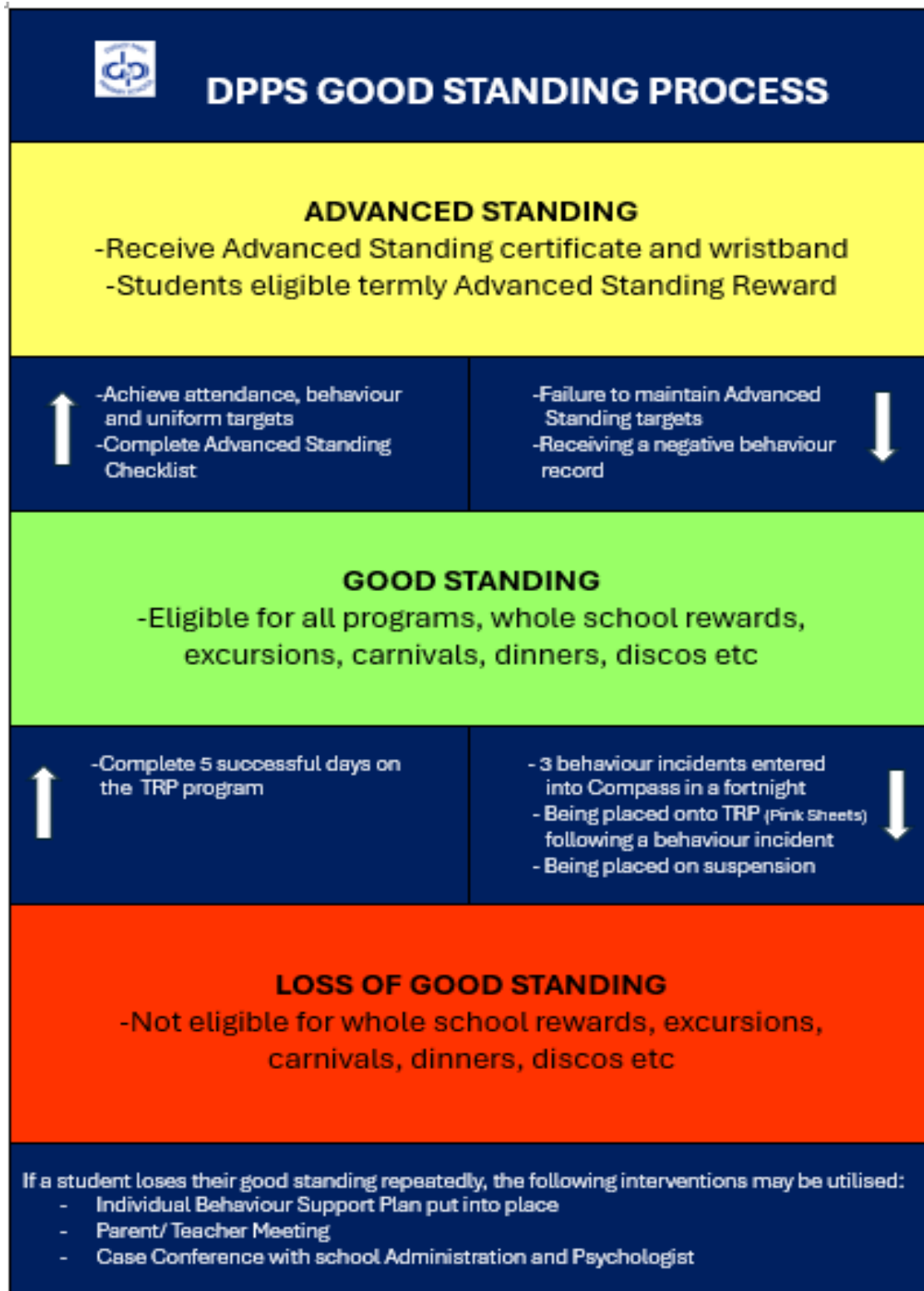
In the absence of the Principal, authority to suspend students is delegated to the Deputy Principals.

Suspension is used when the breach of school discipline causes significant disruption to the student, other students or staff, and is for the purpose of providing an opportunity:

- For the student, other students and staff to calm and recover; and/or
- For all to reflect on and learn from the incident, including where appropriate, participating in restorative processes; and/or
- For the school to evaluate existing behaviour support plans, meet with any internal or external stakeholders, seek advice on how better to support the student, and put in place any adjustments to plans, resources, staff or strategies that may be required; and/or
- For the parent to meet with the school to discuss how to improve coordination between school and home to help the student behave appropriately at school.

Notwithstanding the above, suspension is to be understood as a severe sanction, reserved for use in severe circumstances.

APPENDIX A



APPENDIX B



Advanced Standing Checklist 2026

Name: _____ Room: _____

I am applying for Advanced Standing because I consistently demonstrate the four school behaviour expectations in all aspects of my schooling.

	Safe	Friendly	Achieve	Respect
Whole school, all the time	Hands and feet to yourself. Use equipment for its intended purpose.	Use your manners. Show consideration to others.	Do your personal best. Have a go.	Listen attentively. Follow adult instructions.
Before and after school	Sit calmly and sensibly outside. Enter and exit the school in a safe manner.	Greet people in an appropriate manner. Interact kindly with others.	Get equipment ready for learning. Arrive on time, prepared to learn.	Respect other's personal space. Use a quiet voice.
During learning time	Stay in your personal space. Use equipment for its intended purpose.	Cooperate with others. Consider the feelings of others.	Set goals and work to achieve them. Be persistent and don't give up.	Raise your hand and wait your turn. Allow others to achieve.
During breaks	Sit to eat and drink. Play in allocated areas.	Keep your cool and tell an adult if something is wrong. Include others.	Play by the rules of the game. Take time to reset.	Put rubbish in the bin. Take care of equipment and return it when finished.

Teacher Approval

Classroom Teacher/s	YES/NO _____			
Cultural Arts	YES/NO _____	Phys-Ed	YES/NO _____	
Inquiry	YES/NO _____	STEM	YES/NO _____	

Attendance greater than 95%	YES/NO _____	%	More than 3 lates?	YES/NO _____
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Advanced Standing not achieved. Goals to achieve Advanced Standing.

Term 1:

Term 2:

Term 3:

Term 4:

APPENDIX C

Kindergarten & Pre-Primary Classroom Behaviour Process

Students commence daily with a “clean slate”. Positive praise should be consistent and regular.

	Response	Consequence
Step 1	Informal	-Positive praise -Verbal warnings as required -Low key behaviour management strategies
Step 2	Formal Warning	-Student given first warning -Name is moved on visual class behaviour chart
Step 3	Formal Warning	-Student given second warning -Name is moved on visual class behaviour chart -Teacher writes name on behaviour sheet
Step 4	Formal Warning	-Teacher identifies type of behaviour and reminds student of the Behaviour Expectations -Name is moved on visual class behaviour chart -Student may incur a time out in class (5 mins) -Teacher to detail behaviour on behaviour sheet
Step 5		-Send student to buddy class (20 mins) -Teacher to detail behaviour on behaviour sheet -Behaviour recorded on COMPASS by teacher -Parents informed
Step 6		-Student sent to Deputy with behaviour sheet -Admin to update entry on COMPASS Frequent office referrals-IBSP established by classroom teacher
		Major incidents referred directly to administration

Yellow Card and Red Card behaviours are immediately referred to the office.

APPENDIX D


Year 1 to 6 Classroom Behaviour Process

Students commence daily with a “clean slate”. Positive praise should be consistent and regular.

	Response	Consequence
	Informal Warning	-Positive praise -Verbal warnings as required -Low key behaviour management strategies
Step 1	Formal Warning 1	-Behaviour sheet placed on the student's desk
Step 2	Formal Warning 2	-Student or teacher to write student's name on behaviour sheet
Step 3	Time Out	-Teacher records details of student behaviour on behaviour sheet -Student incurs time out in class (10 mins)
Step 4	Buddy Class	-Teacher records details of student behaviour on behaviour sheet -Student is sent to buddy class with behaviour sheet (20 mins) -Teacher/specialist to record behaviour on COMPASS to notify parent/carer
Step 5	Office	-Student sent to office with behaviour sheet -Deputies to update entry on COMPASS Frequent Office referrals-IBSP established by classroom teacher.
Step 6		Major incidents referred directly to administration using a red or yellow card or by calling the office.

Yellow Card and Red Card behaviours are immediately referred to the office.

APPENDIX E

 STUDENT BEHAVIOUR SHEET							
Name:		Year:		Room:		Date:	
Step	Action					Time	
1	Verbal Warning						
Details:							
2	Formal warning - Behaviour Sheet placed on desk						
Details:							
3	Student or teacher to write student's name on Behaviour Sheet						
Details:							
4	Teacher records details of student behaviour below- student to incur <i>time out in class (10 mins)</i>						
Details:							
5	Teacher records details of student behaviour below- <i>Student sent to Buddy class (20 mins)</i> with Behaviour Sheet. Teacher/Specialist to record on Compass to notify parent/carer.						
Details:							
6	Teacher records details of student behaviour below- <i>Student sent to Office</i> with Behaviour Sheet. Admin to update entry on Compass.						
Details:							
Any major incident to be referred directly to Administration using a yellow or red card							
Details:							
<input type="checkbox"/> Entered into Compass <input type="checkbox"/> Teacher to retain sheet and file for data collection							

APPENDIX F



Taking Responsibility Progress Report

It is my responsibility to make sure this report is completed.



My Name:					Placed on report by:	Admin						
Any students who do not follow the DPPS expectations is placed in the Taking Responsibility Program and must reflect on their behaviour. Please discuss this report with your child, sign it, and return the report tomorrow. Your support is appreciated.												
Why am I on the Taking Responsibility Program?												
<hr/> <hr/>												
How can I improve my behaviour?												
<hr/> <hr/>												
Date:			Day:	1	2	3	4	5	Room:		Year:	
Session:	My Subject	My Behaviour	My Classwork	Teacher's Comment and Signature				My Feelings				
1		<input type="checkbox"/> Safe <input type="checkbox"/> Respect <input type="checkbox"/> Friendly	<input type="checkbox"/> Achieve									
2		<input type="checkbox"/> Safe <input type="checkbox"/> Respect <input type="checkbox"/> Friendly	<input type="checkbox"/> Achieve									
Lunch		<input type="checkbox"/> Safe <input type="checkbox"/> Respect <input type="checkbox"/> Friendly	<input type="checkbox"/> Achieve									
3		<input type="checkbox"/> Safe <input type="checkbox"/> Respect <input type="checkbox"/> Friendly	<input type="checkbox"/> Achieve									
4		<input type="checkbox"/> Safe <input type="checkbox"/> Respect <input type="checkbox"/> Friendly	<input type="checkbox"/> Achieve									
Recess		<input type="checkbox"/> Safe <input type="checkbox"/> Respect <input type="checkbox"/> Friendly	<input type="checkbox"/> Achieve									
5		<input type="checkbox"/> Safe <input type="checkbox"/> Respect <input type="checkbox"/> Friendly	<input type="checkbox"/> Achieve									
Guardian Comment:					Guardian Signature:							