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# Swansea Primary School

## Behaviour Support Procedure

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# 1 Purpose

The purpose of this Behaviour Support Procedure is to promote positive and respectful student behaviour at Swansea Primary School.

This procedure also sets out what is unacceptable student behaviour. It outlines our school-based process for responding to unacceptable behaviour using a range of strategies and approaches to ensure that students remain engaged in their learning.

At Swansea Primary School, we believe that all students can learn and have the right to learn. We aim to provide a positive learning environment for all of our students, founded on our school values.

This document will be shared with all stakeholders of Swansea Primary School and applies to all students enrolled at Swansea Primary School.

This school-based process aligns to DECYP's departmental Student Behaviour Management Procedure and Policy, which can be found in Section 9 of this document.

## 2 School Values

Swansea Primary School has embedded DECYP's values into our culture and our way of working. The values are displayed in all classrooms across the school and are used in the conversations that staff have with students day to day.

The values are:

- Connection: building positive relationships and a sense of belonging.
- Courage: accepting challenges and embracing opportunities.
- Growth: aspiring to learn, and improving even when it is tough.
- Respect: caring for ourselves, each other, and the environment.
- Responsibility: stepping up and doing what is right.

Values are celebrated in multiple whole school initiatives, including:

- Stickers are given to students by class teachers when students are displaying the values in their class or the playground.
- Breaky and a Book certificates of merit are awarded by the Principal. Class teachers nominate one student per week who has demonstrated a DECYP value in their class or in the playground.
- End of term assembly values certificates are awarded to students by class teachers at each end of term assembly. This assembly is a formal celebration of student learning and parents are invited if their child is receiving an award.
- Principal's Award at the end of term assembly goes to one student who has consistently displayed DECYP's values across the school term. The student's family is invited to the assembly to watch this award be presented.

In addition to these school-wide initiatives, class teachers may decide to celebrate the values in their own way in classrooms.



### 3 SPS Behaviour Support Framework

This behaviour framework has been developed in conjunction with students, staff and families. The framework will be displayed in all classrooms as a reminder of our school values and classroom expectations. Staff are encouraged to remain curious about student behaviour while following this framework and consider what are the unmet or lagging needs of our students. This

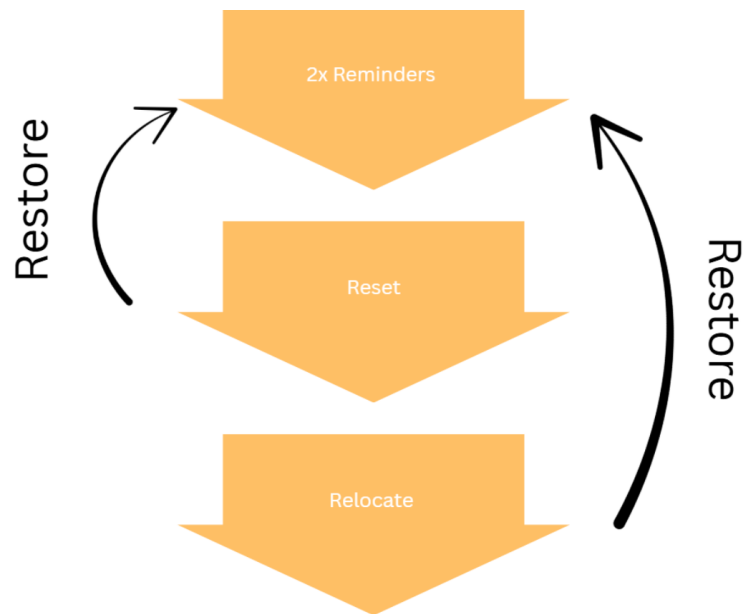
This framework has two parts, a Behaviour Matrix of the behaviours that we expect to see from students, and a Behaviour Pathway that we follow when students are displaying unacceptable behaviour.

•



The Behaviour Pathway is as follows:

- Remind: students will be given 2 verbal reminders.
- Reset: students to be provided with an opportunity to reset in a safe space in the learning environment or the playground. It may be appropriate for the student to engage in a restorative conversation with the responding adult (class teacher or TA) prior to returning to the learning activity or playground.
- Relocate: if students have received two reminders and the chance to reset, and have still not settled back into learning, they are required to relocate to a Senior Staff office space. Senior Staff will use professional judgement depending upon the nature of the incident to determine a consequence. At times, this process may need to be skipped for serious behaviour.
- Restore: our goal is for students to be in class, safe and learning. A restorative conversation may take place by the class teacher or teacher assistant after a reset, or by Senior Staff or the class teacher after a relocation. Restorative questions for students, which have been decided by Swansea Primary School staff, include:
  - What happened?
  - What have you thought about since?
  - Who has been affected?
  - What should we do to put things right?
  - How can we do things differently in the future?



## 4 Managing Challenging Behaviour

Staff to refer back to SPS Behaviour Pathway when managing challenging behaviour. Staff should follow the Behaviour Pathway to respond to unacceptable student behaviour.

### 4.1 Levels of unacceptable behaviour

| Behaviour      | Response                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Minor          | Classroom based response led by the class teacher. Staff to follow Behaviour Pathway. Minor behaviours are those behaviours that disrupt the learning of others and they may include talking while others are talking or task refusal.                                                                                                                                                                                                                                                                                                                                                                                        |
| Repeated Minor | May require Senior Staff intervention. Behaviour to be documented in the Student Support System and family contacted.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Serious        | <p>Leadership-led response, followed by a formal restorative process. A referral to internal or external support services may be required.</p> <p>Swansea Primary School has zero tolerance for the following behaviours. If a student displays any of the following unacceptable behaviours, Senior Staff must be notified immediately to determine an appropriate support strategy:</p> <ul style="list-style-type: none"> <li>• Sexual harassment</li> <li>• Physical violence or aggressive behaviour</li> <li>• Vaping or smoking</li> <li>• Threatening another person</li> <li>• Swearing at another person</li> </ul> |

Staff are encouraged to consider whether behaviour is “primary” or “secondary” behaviour. Secondary behaviour is typically in response to primary behaviour, which is the initial action that is

deemed inappropriate or distracting. For example, if a student is told to stop talking in class (the primary behaviour), their secondary behaviour might involve rolling their eyes, arguing, or making a sarcastic comment. Often, secondary behaviour can be ignored. If staff are unsure of the response, contact Senior Staff.

## 4.2 Monitoring and Documentation

All behaviour incidents that escalate beyond the minor level should be recorded in the Student Support System (SSS) as an Observation.

Contact with families should in the first instance be done by the class teacher, or Senior Staff for more serious incidents. Any correspondence that teachers/Senior Staff have with parents regarding student behaviour should be recorded in the Contact Log of SSS.

## 4.3 Formal responses to unacceptable behaviour

### 4.3.1 Relocation

In line with our Behaviour Pathway(Section 3), a student may be relocated from the class by their class teacher, to a Senior Staff office. The Behaviour Pathway should be followed by the class teacher prior to the relocation.

### 4.3.2 Detention

Senior Staff or teaching staff may determine that a detention (time out from break time) is an appropriate response to unacceptable behaviour. A detention should be applied by the staff member who dealt with the unacceptable behaviour, it is not only the role of Senior Staff. If you require support to keep the student in, Senior Staff should be contacted.

The language of “detention” is not used at Swansea Primary, rather we tell students that they “will lose their break time”.

### 4.3.3 Internal Suspension

An internal suspension involves withdrawing a student from their classroom for a period of time, which is determined by a member of Senior Staff. Students must be supervised while on an internal suspension in a Senior Staff office. The class teacher is required to provide work in these instances.

### 4.3.4 External Suspension

At times, the Principal or a Senior Staff member may decide to suspend a child as a support strategy. This decision must not be decided by the teacher. A suspension (formal or informal) provides the student, class and teacher with an opportunity to reset and determine support strategies following a high-level incident. The class teacher is required to provide work in these instances.

## 4.4 Unacceptable behaviour outside of a school environment

If our school is made aware that unacceptable behaviour has taken place outside of school and that behaviour is having a negative impact on student learning and/or wellbeing at school, we will use restorative practices to repair relationships that have been affected by student behaviour and develop strategies with the children prevent similar behaviour to occur in the future.

As per DECYP's Behaviour Procedure, detention, expulsion or prohibition can only be applied when unacceptable behaviour occurs at school or at a school activity. Swansea Primary School is unable to apply a consequence for any unacceptable behaviour that takes place on school buses, to and from school. Concerns about inappropriate behaviour on a school bus should be referred to the bus operator.

## 5 Positive Behaviour Supports (PBS)

At Swansea Primary School, we believe that all students can learn and be successful at school. We promote positive behaviour in students through a range of whole-school strategies, detailed below.

### 5.1 Zones of Regulation

Zones of Regulation provides a way for students to think and talk about how we feel on the inside and sorts emotions into four coloured zones, all which are a part of life. It recognises that feelings are complicated and they come in different sizes, intensities and levels of energy that are unique within our brains and bodies. Zones of Regulation makes these feelings easier to talk about, think about and regulate. The zones are organised into the Blue, Green, Yellow and Red Zone. Teachers will explicitly teach the Zones of Regulation to students at Swansea Primary School and will use Zones of Regulation language day-to-day with students.

### 5.2 Restorative Conversations

We prioritise student wellbeing and learning and after a child is relocated in the room or removed from the classroom, we aim to repair any relationships that have been broken. A restorative conversation can be facilitated by the teacher or TA, or by Senior Staff. Senior Staff can also support the teacher to conduct a restorative conversation with a student, as sometimes more than one adult may be required. A teacher/TA may facilitate a restorative conversation between two students, if that is the relationship that has been damaged.

Restorative questions can include:

- What happened?
- What have you thought about since?
- Who has been affected?
- What should we do to put things right?
- How can we do things differently in the future?

## 5.3 b kinder

Swansea Primary School is a *b kinder school*. The b kinder initiative is led by Swansea Primary's Student Leadership Team (Grade 6's) and promotes qualities in student leaders such as empathetic listening, problem-solving, teamwork and a deep appreciation for diversity. Student leaders promote kindness and diversity in our school by leading the following initiatives annually:

1. Leading a b kinder day event
2. Establishing a designated "kindness space"
3. Demonstrating a commitment to community service
4. Instituting methods for recognising acts of kindness among students
5. Connecting with other student leaders from other b kinder schools

## 5.4 Trauma Informed Practice

The Australian Childhood Foundation supports the implementation of Making SPACE for Learning strategies as a trauma informed practice. The acronym SPACE represents 5 key dimensions that if incorporated into strategies offer the most potential to establish effective opportunities for schools to respond to the needs of traumatised children and young people.

- Staged – Children's brains need support to grow and learn
- Predictable – Children need to know what they can count on
- Adaptive – Children need support to grow up healthy and strong
- Connected – Children need to feel like they are connected and know ``about what makes a safe connection
- Enabled – Children need to know more about what makes them who they are

The below graphic displays the "staged" strategies that we can incorporate into day-to-day practice to support students at Swansea Primary School. The physical version of this sign is on display in the Swan Hall.



## 5.5 Respectful Relationships and Consent Education

DECYP's Respectful Relationships Teaching and Learning Package has been designed to help all schools address the issue of family and gender-based violence. Tackling abusive behaviour and narrow attitudes towards gender, power and violence should be embedded in the culture of the school and addressed continually, rather than as stand-alone programs that are implemented in isolation.

DECYP's Respectful Relationships resource provides explicit opportunities for developmentally appropriate learning about permission, consent, gender stereotypes and roles, keeping safe, respectful relationships and how to seek help when safety is threatened. Further information about Respectful Relationships and Consent Education can be found using the following link: [Respectful Relationships](#)

## 5.6 DECYP Social and Emotional Learning

DECYP's Social and Emotional teaching and learning package is available for all teachers within DECYP. The resource contains three modules per year group, including Emotional Wellbeing, Social Wellbeing, and Connection and Belonging. The learning sequences have been designed to support learners to develop their emotional regulation skills, understand how school and classroom rules and values contribute to the school's climate and develop and explore their connection to their peers, school and community. The Prep – 6 Social and Emotional Learning Package can be found using the following link: [Social and Emotional Learning. Foundation - Year 6](#)

## 6 Preventing Bullying and Cyberbullying

### 6.1 What is bullying?

Tasmania agreed to the following national definition of bullying through the Educational Council in 2018;

- Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical/social and/or psychological harm.
- Bullying can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.
- Bullying can happen in person or online, via various digital platforms and devices, and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).
- Bullying of any form or any reason can have immediate, medium and 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.

|                                     | WHAT IS BULLYING?                                                                                                                                                                | WHAT IS NOT BULLYING?                                                   |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <b>Social/Relational</b>            | Ostracising, making up or spreading rumours, social exclusion, rejection, purposeful misleading/lying to, sharing others personal information.                                   | Mutual arguments and disagreements (where there is no power imbalance). |
| <b>Physical</b>                     | Hitting, kicking, pinching, pushing, tripping, 'ganging up', personal property damage and assault using objects.                                                                 | Isolated incidents of aggression, intimidation or violence              |
| <b>Emotional/<br/>Psychological</b> | Stalking, threats or implied threats, unwanted email or text messaging, threatening gestures, manipulation.                                                                      | Not liking someone or a single act of social rejection                  |
| <b>Verbal</b>                       | Put downs, name-calling, swearing, nasty notes and negative remarks about race, culture or family.                                                                               | One-off acts of meanness or spite                                       |
| <b>Cyber</b>                        | Sending mean texts, pranking someone's mobile phone, hacking into someone's gaming or social networking profile, pretending to be someone else to spread hurtful messages online | Ghosting; one-off instances of hate                                     |

## 6.2 Our Response to Bullying

Ensuring that students are safe and free from bullying is a shared responsibility between school staff, parents, students and the community. If it is determined that bullying has occurred, Swansea Primary School will consider a developmentally appropriate behaviour management response, in line with [DECYP Student Behaviour Management Procedure](#)

## 7 Inclusive Practice

### 7.1 Learning Plans

Learning plans outline a learner's current skills, strengths, aspirations, needs and priority learning goals. They convey any educational adjustments required to support learners' participation in educational programs and guide assessment, reporting and teaching strategies.

All students with a disability, who are moderated above Quality Differentiated Teaching Practice (QDTP) have a learning plan. Students with a disability who require behavioural supports will have a personal/social capability goal. It may be necessary for a student who is displaying Tier 3 behavioural needs to have a learning plan, without a disability diagnosis. Learning plans are co-ordinated by the Support Teacher in consultation with the classroom teacher and the family.

Further information regarding Learning Plans can be found in DECYP's [Learning Plan Procedure](#)

### 7.2 Part Time Timetables

At times, a student may require to be placed on a part-time timetable to support their behaviour and/or wellbeing. This decision is to be made by the Principal or Support Teacher, in consultation with the family. Part-time timetables should be recorded in the student's learning plan and reviewed regularly.

### 7.3 Alternative/Preferred Timetables

Students may be supported to learn with an alternative or preferred timetable. This should be documented in a student's learning plan and be created in consultation with the Support Teacher. Students are encouraged to do preferred tasks in their class, but may be supported by a Teacher Assistant to complete alternative tasks outside of the classroom. This alternative timetable is not a reward, it is part of the student's daily timetable.

### 7.4 Professional Support Staff

Swansea Primary School has range of Professional Support Staff (PSS) that can support student behaviour and wellbeing. Our PSS team consists of:

- Support Teacher
- School Psychologist
- School Social Worker
- School Health Nurse
- School Speech Pathologist
- Wellbeing Officer (previously known as School Chaplain)

Student referrals to the PSS team should be done through the Support Teacher, following our [SPS Student Support and Wellbeing Referral Process July 2025.pdf](#). Students may be supported 1:1 or in small groups. Additionally, PSS have a range of programs that they can use to support student wellbeing and behaviour, such as Peaceful Kids and PALS (both of these example programs can be run through the School Health Nurse).

## 7.5 Inclusive Practice Team

The Inclusive Practice Team is a DECYP team consisting of Inclusive Practice Coaches, who are a resource for School Support and Wellbeing Teams (SSWT). Our Inclusive Practice Coach can assist us to apply effective teaching strategies based on recommendations from professional reports; make educational adjustments for students with a disability and/or complex behaviour presentations; and support student behaviour by helping the school to understand, plan for, teach and provide support related to student behaviour.

## 7.6 SoSAFE!

SoSAFE! is a targeted, evidence-based program that uses standardised concepts, simple visuals and other tools to enhance the social, social-sexual and social safety learning of people with disability and/or additional needs. Social safety training is essential for people with a disability and/or additional needs because of their increased vulnerability to physical, emotional and sexual abuse.

If a student is displaying inappropriate sexual behaviour, refer them to the Support Team and the Support Team will determine whether SoSAFE! is the appropriate support strategy for the child. Anna Heath and Anna Knowles are both trained to administer SoSAFE!

## 8 Student Wellbeing and Engagement Survey

The Student Wellbeing and Engagement Survey (SWES) is conducted in Term 3 every year. It is a DECYP wide survey for students from Grades 4 – 12. The SWES gives us important information about Tasmanian student's wellbeing that helps us make the education system better. We look at data from the survey and use it to come up with new ideas and make the things we already do even better.

Further information on the survey can be found through this link: [Student Wellbeing and Engagement Survey - Department for Education, Children and Young People](#)

## 9 Associated Documents and Support Materials

- [DECYP Behaviour Management Policy](#)
- [Student Behaviour Management Procedure](#) (staff only access)
- [Responding to Unsafe Behaviour](#) in DECYP Schools (staff only access)
- [DECYP's position statement for MTSS](#) (staff only access)
- [SPS Student Support and Wellbeing Referral Process July 2025.pdf](#) (staff only access)
- [Student Wellbeing and Engagement Survey - Department for Education, Children and Young People](#)

- Respectful Relationships Resource: [Home - Respectful Relationships | Bullying Stops Here](#)
- [AERO – Foundational classroom management resources handbook](#)
- [Learning Plan Procedure](#)

***“The standard that you walk past is the standard that you accept.”  
Lieutenant General David Morrison, Chief of the Australian Army.***

***“A child will do well if they can” – Ross Greene, American Child Clinical Psychologist.***