

# School Wide Positive Behaviour Handbook

At Balwyn Primary School, we live our values of



Belonging

Respect

Responsibility

Integrity

Empathy

# School Wide Positive Behaviour

Values - **B**elonging, **R**espect, **R**esponsibility, **I**ntegrity and **E**mpathy



At Balwyn Primary School, we use School Wide Positive Behaviour Support (SWPBS); an evidence based framework designed to promote positive behaviour.

Our purpose is to support every student in developing the knowledge, skills and mindset to become confident, safe and successful learners. We are committed to creating a learning environment where wellbeing is prioritised, and where our core values - Belonging, Respect, Responsibility, Integrity and Empathy - guide everything we do.



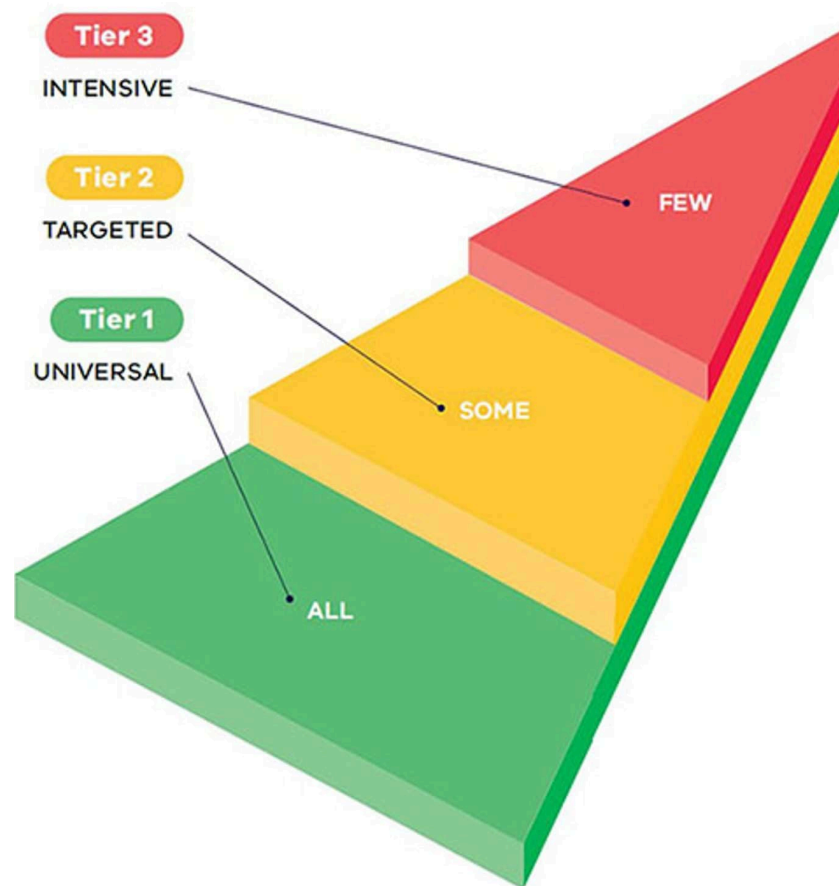
**Belonging Respect Responsibility Integrity Empathy**

# School Wide Positive Behaviour



Values - **B**elonging, **R**espect, **R**esponsibility, **I**ntegrity and **E**mpathy

SWPBS provides a consistent, school wide system for setting and teaching clear expectations. It focuses on proactively supporting all students to feel connected, valued, and ready to contribute positively to their community.



SWPBS operates on three tiers of interventions and supports:

**Tier 1:** Universal Support – for all students, staff and settings

**Tier 2:** Targeted Support – for students developing positive learning behaviours and self-regulation skills

**Tier 3:** Intensive, Individualised Support - for 1-5% of students with the highest needs. This support is comprehensive, developmentally appropriate and tailored to meet each student's unique requirements

At **Balwyn Primary School**, our actions reflect our school values each day.  
We show this by consistently demonstrating our expected behaviours.



## Belonging

## Respect

## Responsibility

## Integrity

## Empathy

### Inside Behaviours

- Welcoming others to join in activities or games
- Using kind words so everyone feels included
- Celebrating classmates' achievements, big or small

- Using polite words like please and thank you when speaking to others
- Listening quietly when someone else is talking
- Giving classmates room to work and move comfortably

- Staying focused and putting effort into your own learning
- Asking questions or seeking help when needed
- Offering support to classmates when they are stuck

- Being honest, even when it's hard
- Doing the right thing, even when no one is watching
- Owning up to mistakes and working to fix them

- Listening when classmates share their ideas or feelings
- Noticing when someone is struggling and offering to help
- Using kind words that show you understand how others might feel

### Outside Behaviours

- Inviting classmates to join in games or activities during recess.
- Encouraging everyone to participate, so no one feels left out
- Celebrating teammates successes and cheering others during play

- Giving others space while they play and move around safely
- Taking turns and sharing playground equipment fairly
- Listening to teachers and yard duty staff during outdoor activities

- Following playground rules and instructions from teachers
- Helping classmates when they need support or guidance
- Putting away sports equipment and playground items after use

- Playing fairly and following the game rules, even if no teacher is watching
- Looking after equipment and returning it when play is finished

- Checking if someone is hurt or upset in the yard and offering support
- Using friendly words and actions to keep play safe and fair
- Including others in games so no one feels left out

### During Transitions

- Greeting classmates/staff as you move from one area to another
- Waiting for everyone to be ready before leaving for the next activity

- Walking quietly around the school to avoid disturbing others
- Following teacher instructions promptly during transitions
- Walking in an orderly line, following the teacher

- Moving safely to the next area so activities start on time
- Remembering to bring everything you need with you

- Using the correct entrance to a building
- Staying in line order
- Staying quiet

- Being patient if others are slower during transitions
- Thinking of others whilst we are moving from space to space

### In the community

- Make everyone feel welcome through kind, positive actions

- Use kind words and listen to others
- Respectful behaviours are expected in the community, especially when you are representing BPS

- Looking after shared spaces
- Using technology appropriately
- Taking care of community property

- Always do the right thing, even when no one is watching

- Notice how others feel and help when you can

The community of BPS, including students, family and staff will represent our school positively through our words and actions.

# Behaviour Management Continuum

Our Behaviour Continuum outlines major, minor, moderate and positive behaviours, ensuring there are consistent expectations across the school.



## Behaviours

## Examples

## Immediate Response

## Further Action

### Positive

- Demonstrating the BPS Values
- Modelling the expected behaviours
- Displaying a growth mindset

- Verbal or visual acknowledgement
- Public or 1:1 positive feedback

- Individual class reward
- Choice of class activity or seating spot
- Special privilege
- Recognition from AP/Principal

### Minor

- Speaking out of turn during class discussions/calling out
- Being off-task
- Not following instructions promptly
- Not respecting personal space
- Making unkind comments or teasing others

- Remind students about expectations
- Provide students with choices to help redirect behaviour
- Redirect attention back to the task

- May not require a consequence, but if a consequence is required:
  - Restorative conversation
  - Chronicle on Compass
  - Apology
  - Move away from peers
  - Complete a reflection

### Moderate

- Disrespect - including speaking rudely to others or using an unkind tone, rolling eyes, ignoring instructions, talking back
- Inappropriate iPad use, e.g. off task, playing games

- Remind students about expectations
- Reteach and explain what should have occurred
- Redirect focus/back to task
- Move student to another space

- Staff will chronicle on Compass
- Staff discuss with a leader and choose from the following
- Apology
- Restorative conversation
- Loss of privilege
- Student - Complete a reflection
- Student - group reflect and repair conversation with impacted students

### Major

- Deliberate physical harm such as hitting or kicking
- Bullying
- Damaging property / vandalism
- Inappropriate iPad use, e.g. taking photos without consent, searching unsafe content

- Inform leadership
- Ensure student and staff safety

#### Immediate serious incident

- Chronicle entry
- Remove from class or playground
- Contact family
- Follow-up meeting with leadership

#### After serious or repeated incidents:

- Chronicle entry
- Parent meeting
- Behaviour Support Plan created
- Consider referrals/external support

The examples provided are intended as general guidelines. The staff at BPS will use their professional judgment to best support each student and situation.

# Behaviour Definitions



Behaviour definitions help our school maintain a consistent approach to supporting students by clearly outlining what positive, minor, moderate, and major behaviours look like, and how we respond to keep everyone safe and engaged.

Positive Behaviours	Minor Behaviours	Moderate Behaviours	Major Behaviours
<p>Positive behaviours are how we live the BPS Values each day; through our actions and choices, that benefit ourselves and others.</p> <p>The values guide us to be kind, respectful, responsible, and safe, helping everyone feel included and ready to learn.</p> <p>The expected behaviours give clear examples of how we can demonstrate these values across all areas of school life, creating a positive and supportive community.</p>	<p>Minor behaviours are small actions or choices that don't reflect our school values or expected behaviours.</p> <p>They are occasional or have minimal impact on others, and can be corrected quickly with a reminder or conversation.</p> <p>Addressing minor behaviours helps students learn from their choices and supports a positive, respectful, and safe school environment for everyone.</p>	<p>Moderate behaviours are repeated or more disruptive actions that affect learning or the safety and wellbeing of others. They show a stronger deviation from the BPS values and expected behaviours.</p> <p>They often require a teacher-led response, such as a discussion, reflection time or logical consequences.</p> <p>Addressing moderate behaviours helps students take responsibility, make better choices, and rebuild positive connections within the school community.</p>	<p>Major behaviours are serious actions that impact the safety, learning or wellbeing of others. They show a clear disregard for the BPS Values and expected behaviours, and require an immediate response from Leadership.</p> <p>These behaviours are addressed through restorative conversations, support plans, and collaboration between staff, students, and families to ensure everyone feels safe and supported at school.</p>

# How Parents Can Support SWPBS at Home

Values - **B**elonging, **R**espect, **R**esponsibility, **I**ntegrity and **E**mpathy



Building **strong connections between school and home** helps create **consistency and shared expectations** for students. When **families and staff work together**, children feel supported, understood, and more confident in their learning and behaviour.

## What can you do at home:

- Talk positively about school expectations, helping your child see the connection between school and home.
- Use the school's behaviour continuum as a guide to reinforce the same values in different settings (home, sport, community).
- Support the school when decisions are made about minor, moderate and major behaviours.
- Use the same language as school (e.g. "Be Safe, Be Respectful, Be Responsible") when talking about behaviour at home.
- Acknowledge positive behaviour with specific praise – for example, "I like how you packed your bag responsibly."
- Model positive behaviour by showing kindness, patience, and problem-solving when things go wrong.
- Set clear expectations at home that match the school's values – for example, using calm voices or taking turns.
- Create routines that help children feel organised and ready for school, such as packing bags the night before.
- Encourage reflection after incidents by asking, "What could you do differently next time?"
- Celebrate small successes together, reinforcing that effort and improvement matter.
- Stay connected with teachers to share what's working at home and learn how to support school expectations.