

Our Vision

Kidman Park Primary School is a community that values inclusivity, curiosity, persistence, and respect. We are committed to providing a safe, supportive, and engaging learning environment that empowers every student to thrive academically, socially, and emotionally.

Our Positive Behaviour Guidelines reflect our commitment to the Department for Education's Behaviour Support Policy (2025) and School Behaviour Support Framework (2025), ensuring all students are supported through proactive, consistent, and restorative approaches.

Our Values

- **We are Persistent** - We keep trying, embrace challenges, and strive to achieve our goals.
- **We are Respectful** - We care for ourselves, others, and our environment.
- **We are Curious** - We ask questions, seek understanding, and love learning.

Behaviour Framework

Our approach aligns with the South Australian Department for Education's Department for Education Behaviour Support Policy (2025), Wellbeing for Learning and Life Framework (2024) and the School Behaviour Support Planning Tool (2025)

The guidelines are structured around six key areas that promote a proactive, inclusive, and restorative culture.

- **Teach** - Explicit teaching of social, emotional, and behavioural skills using the Berry Street Education Model.
- **Intervene** - Proactive co-regulation and use of regulation spaces to prevent behaviours of concern.
- **Respond** - Fair, individualised, and restorative responses.
- **Repair & Restore** - Relationship repair through reflection, restorative chats, and re-entry processes.
- **Create Safety & Wellbeing** - Ensuring emotional safety and support for all after incidents.

Roles and Responsibilities

Students

- Treat others with kindness, respect and inclusiveness.
- Follow our school values
- Make sure their actions are safe, respectful and inclusive. This includes verbal, physical and online actions.
- Seek help from adults to intervene when they see behaviours of concern in person or online.
- Report behaviours of concern to a teacher or member of the leadership team.
- Support their friends and peers to seek help from trusted adults. Do this if their friends are experiencing behaviours of concern.
- Support their friends to behave in safe, respectful and inclusive ways. Do this if their friends are engaging in behaviours of concern.

Staff

- Provide quality differentiated teaching practice.
- Support students to learn the skills and behaviours aligning to the school's expectations
- Explicitly teach and model school values
- Create plans that support positive behaviour change. Partnering with parents, carer.
- Explicitly teach interoception skills to support students to self-regulate.
- Provide time and space for students to self-regulate with appropriate support and supervision.
- Interrupt behaviours of concern. Name and describe behaviours aligned with the Keeping Safe Child Protection Curriculum
- Support students to develop and practice the skills required to maintain preferred behaviour.
- Offer students choices that allow them to stay regulated and participate.
- Use natural consequences related to the behaviour.
- Maintain confidentiality.

Leadership

- Provide experiences for staff to develop skills relating to their role as an educator.
- Provide opportunities for student negotiation, decision making, and leadership.
- Model behaviours that reflect our school values.
- Monitor behaviour. Report behaviours of concern, including incidents that happen out of hours or off-site that impact relationships at Kidman Park Primary School.
- Consider the use of suspension and exclusion from school to support safety.
- Report criminal offences to the police.
- Work with the Western Shores Partnerships Education Director and Department for Education staff to plan whole site communication about serious behavioural incidents.
- Provide leadership and / or external assistance to facilitate restorative processes (including re-entry meetings) where staff and students directly involved require impartial assistance to resolve an issue.
- Support staff, students, Parents and carers to become familiar with the 5 Tiers of Intervention.
- Ensure all staff receive appropriate training and development to complement the 5 Tiers of Intervention.
- Regularly review and monitor the 5 Tiers of Intervention to ensure best practice with the Department for Education's School Behaviour Support Policy and planning tool.
- Support staff in developing student wellbeing and agency.

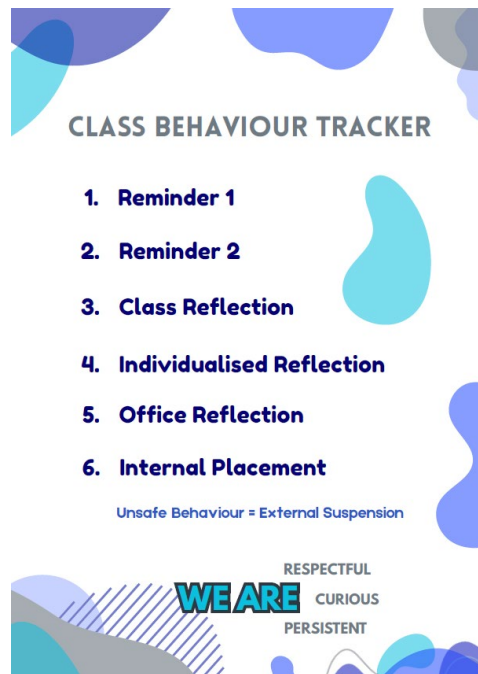
Parents and Carers

- Be familiar with, and support Kidman Park Primary schools' expectations and tiers of intervention.
- Report any child or young person's concerning or unsafe behaviour to the class teacher or the leadership team.
- If an incident happens, work collaboratively with the school to resolve concerns.
- Follow the complaint resolution process to deal with concerns. A copy of the complaint resolution process is on our website or in our front office.
- Show and encourage safe, respectful and inclusive relationships with: their own children; other children and young people; other parents and carers and staff.
- Support their children to develop safe behaviours at home. Check on and supervise their children's social interactions, including online.
- Be familiar with and support Kidman Park's Approach to Wellbeing Handbook, Bullying Prevention and response Policy, Attendance Policy, and Positive Behaviour Guidelines.
- Know how to identify and report behaviours that are concerning or unsafe.
- Talk to their children about safety issues, including unsafe behaviours. Help them understand what it is, why it's harmful and how to respond.

- Ensure attendance is consistently present on site while a behaviour issue is being resolved.
- Seek external professional support for their children when needed.
- Do not approach other children or parents about behaviours of concern. Report the concern to the school.
- Understand that, because of confidentiality, we cannot share information about other children.
- Support their child to stay off-site during suspension or exclusion. A child can still come on-site if they have the Principal's written approval.

Tiers of Intervention Model + Class Behaviour Tracker

Tier	Focus	Examples of Support
Tier 1	Whole-school proactive strategies	Explicit teaching, Circle Time, Berry Street strategies, visual supports.
Tier 2	Targeted small-group intervention	Social skills groups, staff check-ins, goal setting, behaviour coaching.
Tier 3	Individualised supports	Individual Behaviour Plans, regulation plans, mentoring support.
Tier 4	Intensive multi-agency collaboration	Team Around the Child meetings, external agency involvement.
Tier 5	Complex case management	Safety & Risk Management Plans, DfE partnerships, case conferences.



Recognition and Responses

Recognition of Positive Behaviour:

- Verbal and written praise
- Certificates/awards, and house points
- Opportunities to share achievements
- Leadership opportunities, school events, enrichment activities

Responses to Behaviour of Concern:

- Restorative conversation and reflection to regulate
- Natural or logical consequences (repairing, replacing, apologising)
- Buddy class or office reflection
- Re-engagement planning relating to take-home, internal placement, external suspension, exclusion

Policy Alignment and Review

Kidman Park Primary Schools guidelines align with:

- Department for Education Behaviour Support Policy (September, 2025)
- Wellbeing for Learning and Life Framework (March, 2024)
- School Behaviour Support Planning Tool (October, 2025)

This policy will be reviewed annually by staff, leadership, and the Governing Council to ensure continued alignment with Department expectations and the needs of our community.