



Department of
Education

Student Behaviour in Public Schools Policy

Effective date: 17 July 2023

Version: 3.0

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An updated version of this policy is pending.

1. Policy statement

Creating, safe, orderly, inclusive, supportive and culturally responsive environments that enable students to fulfil their learning potential is a responsibility shared by all members of the public schooling system and each school community.

Positive student behaviour is essential to promote engagement in learning and to maximise the impact of classroom teaching.

2. Policy rules

The principal:

- engages the school community in building a culture of positive behaviour that values students' strengths, abilities and diversity
- leads the development, implementation, and monitoring of a whole school approach to behaviour that:
 - identifies and communicates the rights and responsibilities of all students and staff to engage in building positive behaviour
 - incorporates restorative approaches
 - utilises multi-tiered systems of support that are responsive to student needs
 - builds staff capability through training and support to teach and sustain positive behaviour
 - uses available behaviour supports for students with complex needs.

Guidance

Fostering positive relationships with parents and students through regular communication creates connection and belonging for children and young people and builds a school community of positive culture.

3. Responsibility for Implementation and Compliance

Principals are responsible for the implementation of this policy.

Compliance and monitoring are the responsibility of line managers.

4. Scope

This policy applies to all principals of public schools, Directors of Education and the Executive Director, Statewide Services.

5. Supporting Procedures

[Student Behaviour in Public Schools Procedures](#)

6. Definitions

Behaviour

The way in which a student acts in response to a particular situation or stimulus at school and/or in the community.

Cultural responsiveness

The ability to understand, interact and communicate effectively and sensitively with people from a cultural background that is different from one's own. It is characterised by respect for culture, ongoing self-reflection, expansion of knowledge and commitment to improving practices and relationships, and is responsive to the diverse needs, backgrounds, experiences and knowledge of all students. In the Western Australian context, this is first and foremost for Aboriginal students.

Multi-tiered system of support

A multi-tiered system of support holistically considers student needs and provides tiered and interconnected interventions, so students receive the appropriate level of support.

This includes intensive support that is individualised and provided alongside effective case management for students with complex behaviour support needs.

Parent

In relation to a child, means a person who at law has responsibility for the long-term care, welfare and development of the child; or the day-to-day, welfare and development of the child.

Positive Behaviour

A student's competence and capacity in their context of the school community's expectations and values to:

- establish and build positive connections with adults and peers
- develop empathy for others and understand relationships
- recognise and regulate their own emotions
- make responsible decisions
- work effectively with others
- cope with challenging situations constructively.

Restorative approaches

Restorative approaches are a way of thinking and interacting that puts relationships at the centre of all actions and decisions. Restorative approaches are empathic, responsive to need, view conflict as opportunities to learn and grow, and build accountability for actions and processes to repair harm.

School Community

Local people, groups and organisations in and around schools in remote, regional and metropolitan areas. This includes, but not limited to, students, families, principals, teachers and other school staff, community leaders, local government agencies and not-for-profit organisations.

Staff

A person who is currently employed by the Department of Education under the *School Education Act 1999* or the *Public Sector Management Act 1994*.

Student

A person who is enrolled at a Western Australian public school.

Student engagement

Student engagement is multi-dimensional and combines observable indicators such as achievement, behaviour and attendance with internal emotional and cognitive states (feelings and thoughts). Student engagement is viewed and responded to in a holistic way.

Whole school approach

A whole school approach involves addressing the needs of students, staff and other members of the school community through a collective and collaborative approach to improving student learning, behaviour and wellbeing, and the conditions that support these.

7. Related documents

Relevant legislation or authority

[Age of Majority Act 1972 \(WA\)](#)
[Children and Community Services Act 2004 \(WA\)](#)
[Disability Discrimination Act 1992 \(Cth\)](#)
[Disability Standards for Education 2005](#)
[Equal Opportunity Act 1984 \(WA\)](#)
[Mental Health Act 2014 \(WA\)](#)
[Privacy Act 1988 \(Cth\)](#)
[Public Health Act 2016 \(WA\)](#)
[Public Sector Management Act 1994 \(WA\)](#)
[School Education Act 1999 \(WA\)](#)
[School Education Regulations 2000 \(WA\)](#)
[State Records Act 2000 \(WA\)](#)
[Work Health and Safety Act 2020](#)

Related Department policies

[Child Protection in Department of Education Sites](#)
[Dress Codes for Students in Public Schools](#)
[Duty of Care for Public School Students](#)
[Incident Management on Department of Education Sites](#)
[Records Management](#)
[Risk and Business Continuity Management](#)
[Student Attendance in Public Schools](#)
[Students at Educational Risk in Public Schools](#)
[Students Online in Public Schools](#)
[Work Health and Safety](#)

Other documents

[Aboriginal Cultural Standards Framework](#)

[Code of Conduct and Standards \(staff only\)](#)

[Disability Access and Inclusion Plan 2018-2023 \(staff only\)](#)

[Equity and Inclusion Charter](#)

[Excursions in Public Schools \(staff only\)](#)

[Incident management manual \(staff only\)](#)

[Keeping Our Workplace Safe \(staff only\)](#)

[Let's take a stand together: Minister's Statement on School Violence 2018](#)

[Manage appropriate Physical Contact with Students \(staff only\)](#)

[Manage complaints and notification \(staff only\)](#)

[Manage records at your school \(staff only\)](#)

[National Principles for Child Safe Organisations](#)

[National Strategic Framework for Aboriginal and Torres Strait Islander Peoples' Mental Health and Social and Emotional Wellbeing 2017-2023](#)

[School Response and Planning Guidelines for Students with Suicidal Behaviour and Non-Suicidal Self-Injury](#)

[Quality Teaching Strategy \(staff only\)](#)

[Support education planning for students \(staff only\)](#)

[Support positive mental health and wellbeing \(staff only\)](#)

[United Nations Convention on the Rights of the Child](#)

[United Nations Convention on the Rights of People with Disabilities](#)

8. Contact information

Policy manager:

Director
 Student Engagement and Wellbeing
 T: (08) 9402 6100

Policy contact officer:

Principal Consultant
 Student Engagement and Wellbeing
 T: (08) 9402 6448

9. History of changes

Effective date	4 January 2016
Last update date Policy version no.	2.0
Notes	This new policy replaces the Behaviour Management in Schools policy. Endorsed by the Director General on 9 December 2015 D15/0557868
Effective date	4 January 2016
Last update date	11 August 2016
Policy version no.	2.1
Notes	Updated contact information D16/0522722

Effective date	4 January 2016
Last update date	3 October 2018
Policy version no.	2.2
Notes	Minor changes to include reference to Public Schools D18/0151652 and updated legislation links D18/0207680.
Effective date	4 January 2016
Last update date	18 February 2022
Policy version no.	2.3
Notes	Minor change to update contact details D22/0103486
Effective date	17 July 2023
Last update date Policy version no.	3.0
Notes	Major review undertaken (D22/0745263). Signed by the Director General on 23 February 2023.
Effective date	17 July 2023
Last update date Policy version no.	3.0
Notes	Major change undertaken prior to publication. Signed by the Director General on 04/07/23 (D23/1124709)

10. More information

Supporting content

Future policy

[Student Behaviour in Public Schools Policy and Procedures EFFECTIVE 17 July 2023](#)

Procedure

[Student Behaviour in Public Schools Procedures](#)

Policy review date

17 July 2026
