



HUNTINGDALE  
PRIMARY SCHOOL

# Positive Behaviour Policy



Huntingdale, I care

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# Glossary

## Administration Team

- Comprises of the Principal and Deputy Principals.

## Compass

- A school management system that allows parents and carers to access up-to-date and meaningful information about your school and your child's attendance.

## Informally report on progress:

- Meeting with the teacher to discuss academic and behaviour concerns

## Formally report on progress

- Written reports that are sent home to parents via Connect.

## PBS

- Positive Behaviour Support is a framework focused on understanding the "why" behind a child's challenging behaviour to improve their quality of life, rather than just punishing the action. It emphasizes teaching new, positive skills, changing environments to reduce triggers, and reinforcing desired behaviours, ultimately helping children gain better control over their lives.

## Restorative Practices can happen in a variety of ways:

- Focus on Relationships: It emphasises building a safe school community to prevent issues, rather than just reacting to them.
- Repairing Harm: When something goes wrong, the focus is on "What happened?", "Who was affected?", and "How can we make it right?", rather than "Who is to blame?" and "What is the punishment?".
- Restorative Questions: Teachers use consistent, open-ended questions to guide conversations, such as:
  - What happened?
  - What were you thinking at the time?
  - Who has been affected by what you did?
  - What do you need to do to make things right?
- Proactive "Circles": Teachers often use "circles" (or circle time) for students to discuss issues, share feelings, and build trust in a safe space.
- Collaboration: It involves everyone affected, often allowing those harmed to have a say in how the situation is resolved.

# Positive Behaviour Policy

## Vision & Purpose Statement

### Vision Statement

At Huntingdale Primary School we aim to provide every child with the opportunity to be the best they can be in a safe, kind, respectful, and supportive environment. We achieve this by teaching, encouraging, and rewarding students for demonstrating our whole-school expectations. We aim to create a consistent approach to improve behaviour, build relationships within the Huntingdale community and increase engagement in learning. Our school motto of 'I care' is our core focus, and sets a foundation for staff, students and community members alike to role model an understanding of others and displaying empathy.



### Purpose Statement

This Behaviour Policy outlines the shared expectations, principles and processes that support positive student behaviour and wellbeing at Huntingdale Primary School. It aligns with the Department of Education Western Australia (DoE WA) Student Behaviour Policy and Procedures, ensuring a safe, inclusive and supportive learning environment for all students, staff and community members.

Huntingdale Primary School is guided by the motto "I Care", which underpins our expectations for behaviour, relationships and learning. The motto reflects our commitment to caring for ourselves, others and our school community, and is embedded throughout this policy.

Huntingdale Primary School is committed to fostering respectful relationships, promoting student engagement, and supporting every child to learn and succeed.



# Positive Behaviour Policy

## Alignment with Department of Education Western Australia

This policy aligns with the DoE WA focus on:

- Creating safe, inclusive and positive learning environments.
- Promoting positive behaviour support and early intervention.
- Using restorative and educative approaches to behaviour.
- Ensuring behaviour responses are fair, consistent and proportionate.
- Upholding the rights and responsibilities of students, staff and families.



## Guiding Principles

Huntingdale Primary School's approach to behaviour is underpinned by the following principles:

- Every student can learn and behave positively with appropriate support.
- Behaviour is learned and can be taught explicitly'
- Relationships matter – positive connections support positive behaviour.
- Consistency and fairness are essential.
- Student voice and reflection are valued.
- Restorative practices strengthen accountability and repair harm.



# School Behaviour Expectations

## School Behaviour Expectations

Huntingdale Primary School has clear, positively stated behaviour expectations that apply to all settings, including classrooms, playgrounds, excursions and online environments. Our behaviour expectations are based on the values of Care, Aspire, Respect and Safety. Students are expected to:

- Care – show kindness, empathy and consideration for themselves, others and the environment
- Aspire – strive to do their best, demonstrate a growth mindset and take pride in learning
- Respect – treat others with courtesy, listen to different perspectives and follow instructions
- Safety – make choices that keep themselves and others safe at all times, and these expectations are explicitly taught, modelled and reinforced across the school.



## HUNTINGDALE EXPECTATIONS



CARE	ASPIRE	RESPECT	SAFETY
We care for the environment.	We are ready to learn.	We show respect to others and their property.	We are where we are supposed to be.
We care for those around us.	We show resilience.	We actively listen to others.	We use equipment for its intended purpose.
We celebrate the achievements of others.	We continue to improve on what we have done.	We represent our school positively.	We always follow instructions.
We use kind words.	We actively participate in all learning.	We show kindness in conversations at school or online.	We move safely around the school and learning areas



# Three Tier Continuum of Support

## Three Tiers of support

There are 3 tiers in the PBS framework that support students in demonstrating positive behaviours.

### Tier 1: Universal Prevention

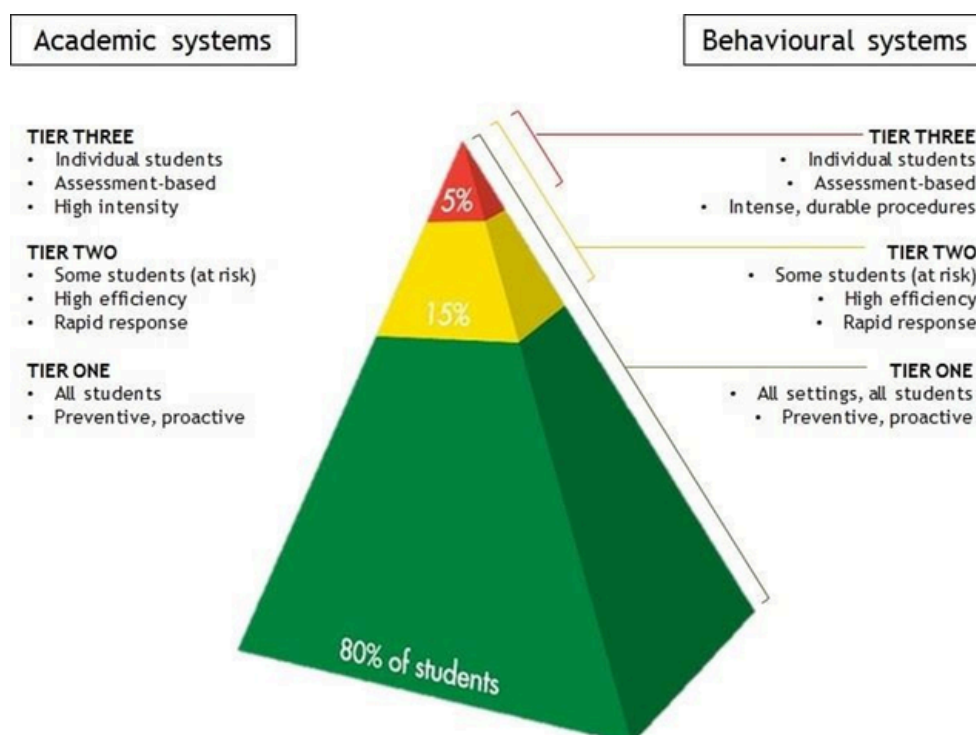
Practices and systems for all students, implemented across all school settings. A proactive and preventative approach is adopted, where strategies are implemented to encourage students to demonstrate positive behaviours.

### Tier 2: Targeted Intervention

Some students require more encouragement to demonstrate positive behaviours. Tier 2 intervention comprises specialised practices and systems for students whose behaviours have been documented as not responsive at Tier 1. Students in this tier are provided with more support to demonstrate expectations and the acknowledgement of positive behaviours is more specific.

### Tier 3: Intensive Intervention

Intensive practices and systems for students whose behaviours have been documented as not responsive at Tiers 1 and 2. The strategies implemented for students are highly individualised and specific. Intervention programs for students in this tier may involve external agencies. These plans are developed in consultation with parents.



# Positive Behaviour Policy

## Rights and Responsibility

Students have the Right to:	Students have the Responsibility to:
<ul style="list-style-type: none"> <li>• Be treated with respect and courtesy.</li> <li>• Learn in a purposeful, safe and supportive environment.</li> <li>• Play in a secure and clean environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Treat others with respect and courtesy.</li> <li>• Ensure that their behaviour is not disruptive to the learning of others</li> <li>• Dress in a full school uniform.</li> <li>• Be punctual and organised for their school day.</li> <li>• Ensure that their school environment is kept neat, tidy, and safe.</li> <li>• Respect school and others' property.</li> </ul>
Staff have the Right to:	Staff have the Responsibility to:
<ul style="list-style-type: none"> <li>• Be treated with respect and courtesy.</li> <li>• Co-operation and support from parents and carers.</li> <li>• Teach in a safe, clean and supportive environment.</li> <li>• Ongoing professional learning</li> </ul>	<ul style="list-style-type: none"> <li>• Treat other staff, students, parents and visitors with respect and courtesy.</li> <li>• Establish and maintain positive relationships with students, families, and colleagues.</li> <li>• Provide learning opportunities to maximise each student's progress.</li> <li>• Informally and formally report student progress to parents.</li> <li>• Provide a learning environment that is safe, supportive, and clean.</li> </ul>
Parents have the Right to:	Parents have the Responsibility to:
<ul style="list-style-type: none"> <li>• Be treated with respect and courtesy.</li> <li>• Co-operation and support from staff.</li> <li>• Access a meaningful and appropriate education for their child.</li> <li>• Be regularly informed of their child's academic and non-academic progress.</li> <li>• Raise issues of concern in an appropriate manner and forum.</li> </ul>	<ul style="list-style-type: none"> <li>• Treat staff with respect and courtesy.</li> <li>• Treat members of the school community with respect and courtesy.</li> <li>• Ensure their child attends school regularly.</li> <li>• Ensure their child has a school uniform.</li> <li>• Ensure their child has the required stationery and equipment.</li> <li>• Work in partnership with the school to provide the best learning opportunities for their child.</li> </ul>

# Positive Behaviour Policy

## Roles and Responsibilities of Staff

Principal and Deputy Principals agree to:

- Communicate high expectations for the way that the school community conducts itself.
- Provide relief teachers with guidelines pertaining to behaviour management procedures.
- Advise parents, carers, and other community members of the appropriate departmental mechanisms to lodge complaints when they are unhappy with a decision.
- Request any person acting in an offensive or disorderly manner to leave the school grounds and, if necessary, as an authorised person, direct them to do so.
- Call the police if a person fails to follow a direction to leave the premises.
- Annually facilitate a review of the school behaviour policy and processes.
- Consistently apply the school's behaviour management policy.

Teachers agree to:

- Consistently apply the school's behaviour management plan.
- Discuss the Rights and Responsibilities of students and staff.
- Discuss and display School Expectations in the classroom and playground.
- Maintain behaviour records for their class.
- Contribute to a review of the School Behaviour Policy.
- Work collaboratively with administration and other key stakeholders to develop behaviour and implement plans for Students at Educational Risk.

Education Assistants agree to:

- Consistently apply the school's behaviour management plan.
- Maintain behaviour records as required.
- Contribute to a review of the School Behaviour Policy.
- Work collaboratively with administration and other key stakeholders to develop behaviour plans for Students at Educational Risk.



The management of the Department of Education's Code of Conduct is the responsibility of all staff.

# Supporting Positive Behaviour

## Teaching and Supporting Positive Behaviour:

Consistent with DoE WA policy, our school prioritises prevention and early intervention through:

- Explicit teaching of social skills and behaviour expectations.
- The use of Classroom Management Strategies (CMS).
- Positive reinforcement and acknowledgement of appropriate behaviour.
- Clear classroom routines and structures.
- Trauma-informed and culturally responsive practice.
- Targeted supports for students requiring additional assistance.
- Positive Behaviour Support (PBS).



Teachers create a positive learning environment in their classrooms built on mutual respect and trust. Through collaboration with their students, they clearly define, display, and discuss expectations for classroom and playground behaviour, including consequences for non-compliance.

Teachers will inform families of consistent behaviour issues through face-to-face contact in the morning/afternoon, a parent meeting, or a phone call.

Teachers use a wide variety of incentives within their class, including:

- Verbal encouragement
- Stickers, stamps and raffle tickets
- Group or individual points on charts
- Whole class rewards
- Spin on the wheel in Deputy's office
- Honour certificates
- Verbal praise



## Whole school recognition:

- Honour certificates
- Remarkable Kids afternoon tea
- Raffle tickets drawn to receive a prize

# Behaviour Response

## Minor Behaviours

Managed at the classroom level and playground issues may include:

- Reminders and redirection
- Restorative practices
- Reflection time
- Logical consequences linked to behaviour i.e. a child throwing paper around the toilet, they clean up, misusing materials the student loses the opportunity to use for the rest of the day

## Ongoing or Moderate Behaviours

May involve:

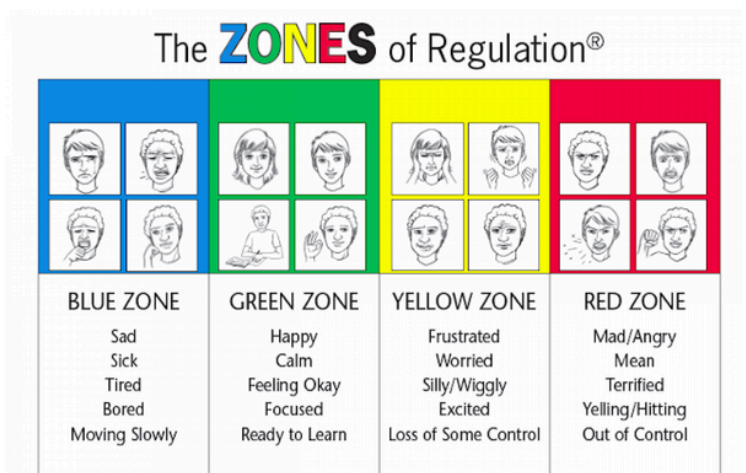
- Behaviour monitoring and support plans
- Parent/carer communication
- Support from administration or specialist staff
- Restorative practices

## Major Behaviours

Behaviours that impact safety or wellbeing may result in:

- Immediate administrative involvement
- Individual behaviour support planning
- Suspension or exclusion, in line with DoE WA procedures
- All serious responses are documented and communicated appropriately.

## Zones of Regulation



We recognise the link between social-emotional learning and self-management. Zones of Regulation is a school-wide curriculum that helps students develop the skills to consciously regulate their actions, leading to increased control and problem-solving abilities. Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behaviour development.

# Behaviour Management Process

In applying consequences for non-compliance with behaviour expectations, we opt for the least intrusive approach first, with lots of low-level responses.

**What are considered minor behaviours:**

- Putting others down
- Noise making
- Annoying others
- Low level disruption of others' learning
- Answering back
- Swearing
- Defiance (minor)
- Rough play
- Dishonesty
- Calling out in class
- Talking while others are talking
- Misusing property
- Dangerous play (potential danger)

**Process for minor behaviours:**

Low key responses

- Winning Over; Minimal Verbal; The Pause; The Look; Non-Verbal; Proximity; Deal with Allies; Planned Ignore; Private Dialogue; Come on Back; Deal with the Problem; Modelling Appropriate Behaviour; Responding to Appropriate Behaviour

Classroom Teacher will:

- Provide verbal warnings
- Issue an orange slip and write the child's name on it
- First cross on the slip
- Second Cross (class quiet zone with private dialogue)
- Send child to buddy class
- Behaviour continues, the child is sent to Admin

**What are considered major behaviours and will receive an in-school withdrawal or out of school suspension:**

- Physical Misconduct, e.g. assault/aggressive behaviour with intent.
- Misconduct involving damage to property, e.g. aggressively kicking objects, deliberate/repetitious misuse or destruction.
- Verbal Misconduct, e.g. sexual comments, verbal threats with intent, inappropriate school language, racist comments, swearing directed at others.
- Defiance, e.g. turning over furniture aggressively, yelling at an adult, running away from an adult.
- Non-compliance with Routine, e.g. leaving the learning environment where admin/teachers have to follow, consistent refusal to follow instructions, consistently late to class.
- Disruptive, e.g. verbal or physical actions which disrupt learning/daily routine, consistent chatting despite use of Classroom Management Strategies (CMS), Positive Behaviour Strategies (PBS) and Zones of Regulation.
- Bullying and Harassment, e.g. consistently bullying/targeting student/s, being a bystander (aware of the ongoing behaviour)/inciting others in bullying behaviour, consistent intimidation/harassment/assaulting/harming.

# Guidelines for Reflection, In-School Withdrawal and Suspension

## Reflection

- Loss of play and will be supervised by the administration team either at lunch, recess or a suitable time, i.e. the following day if an incident occurs at the end of the day.
- The administration team will decide on the duration and an appropriate location for the reflection.
- The administration team will enter behaviour on Compass.

## In-School Withdrawal

- If necessary, a student who has not modified his/her behaviour, or whose behaviour has escalated, may be withdrawn to the Office area. This action is determined by the Administration team. This can range from 1 hour to 2 days.
- The use of withdrawal depends on the student's behaviour, taking into account the student's cultural background, development level, and any other relevant circumstances. Y
- The administration team records details in Integris and communicates with the student's parent and teacher as needed.
- Students in Withdrawal are supported by the administration team and will not have contact with other students or participate in classroom/whole school activities (unless otherwise arranged). The student will be conferenced about their behaviour by a member of the administration team.

## Suspension

- The Administration Team has the authority to manage suspension implementation. This does not mean the principal must personally undertake the duty.
- The principal is responsible for what must happen but has discretion over how it happens on site (i.e. if both the principal and the deputy principals are absent, a teacher relieving in an administrative role is authorised to suspend).
- The principal will assign a provisional suspension period and shorten or lengthen this period upon completing an investigation into the incident.
- The principal or deputy will notify students, caregivers/parents of the decision to suspend and the length of the provisional suspension. At this time, the parent/caregiver can provide reasons against the decision to suspend; these reasons will be recorded.
- Upon returning to school or prior to returning to school, a documented plan may be developed for the student. This may include student and parent support to develop.
- All students who are suspended are required to attend a re-entry meeting with the Principal or Deputy and the teacher involved in the incident.

# Good Standing

Good Standing is all about doing the right things. Students who comply with behaviour expectations and school safety guidelines have Good Standing. Good Standing emphasises the importance of students taking responsibility for the choices they make on a daily basis, which affects them academically and socially, both for themselves and for others.

The Good Standing policy works in conjunction with the whole-school Behaviour Management Plan and aims to recognise the majority of students who consistently behave appropriately. Students with Good Standing may participate fully in all curricular and extra-curricular activities of the school and are eligible to attend sporting and social activities.

## What students can do to maintain their Good Standing

- Always follow teachers' instructions
- Always get to class on time
- Wear correct uniform
- Working cooperatively with peers and staff

## How do students lose their Good Standing

- Physical or verbal bullying, intimidation, and/or harassment
- Use of offensive language, including of a discriminatory nature eg. racial, religious, or gender
- Intentional physical contact with other students that causes harm or injury
- Fighting
- Wilful damage to school property
- Communicating offensive, inappropriate online messages that may harm the school's reputation or cause distress to other members of the school community
- Use or possession of illegal substances e.g. vapes

## Consequences of losing Good Standing

Students who lose their Good Standing may not attend class reward events or represent the school in sporting carnivals, music events, or academic teams during that period.

Depending on the severity of the reason for a student losing their Good Standing, the Principal will have discretion to determine whether a student may attend any incursion or excursion for educational purposes.

Any leadership positions held will be forfeited until Good Standing resumes. Badges will be handed to the Principal or Deputy Principals. A second loss of Good Standing would result in this being a permanent arrangement.

# Bullying

## Definition:

Bullying is a repeated and unjustifiable behaviour intended to cause fear, distress and/or harm to another person. Bullying may be physical, verbal, social/relational or indirect. It involves an imbalance of power, where an individual or group acts against a less powerful individual who is unable to effectively resist.

Huntingdale Primary School has a zero-tolerance policy for bullying behaviour and uses a No-Blame Approach to address bullying concerns. This approach involves conferencing between the students.

## Rationale:

Bullying is a learned behaviour and is unacceptable. However, bullying behaviours can be changed. Huntingdale Primary School adopts an educative and preventative approach to managing bullying. Our processes and practices promote the development of positive values and behaviours that create and maintain inclusive, safe and supportive learning environments.

## Vision:

All members of the Huntingdale Primary School community are committed to maintaining a safe, respectful and supportive environment, where every individual has the right to be respected and the responsibility to respect others.

## Whole-School Prevention Strategies:

Prevention and education are the most effective strategies in addressing bullying. Through our Positive Behaviour Support (PBS) framework, students are explicitly taught:

- What bullying is and how it differs from conflict or one-off unkind behaviour
- The impact bullying has on individuals and the wider school community
- How to respond safely if they are being bullied
- The role of bystanders and the importance of seeking help rather than supporting bullying behaviour
- These learnings are regularly revisited and reinforced in line with our PBS values of Care, Aspire, Respect and Safety.



# Bullying – Classroom Learning Prompts

- Teachers explicitly teach that bullying is not a one-off incident, but a behaviour that occurs repeatedly and makes someone feel powerless or unable to stop it.
- Classroom discussions may include the following prompts:
  - What do you think bullying is?
  - Have you seen bullying happen? What did you do? How did it make you feel?
  - Why do you think some people bully others?
  - Who are the trusted adults you could talk to about bullying?
  - Have you ever felt worried about coming to school because of someone's behaviour?
  - What are some safe ways to respond if bullying occurs?
  - What role can parents and carers play in stopping bullying?
  - Have you ever seen someone left out on purpose? Do you think that is bullying? Why or why not?
  - Have you helped someone who was being bullied? What happened? What would you do next time?
- Students are taught that bullying can happen to anyone, but it is never acceptable. They are supported to understand how to seek help and respond safely if they experience or witness bullying.



# Cyber Bullying

## What Is Cyber Bullying?

- Cyber bullying occurs when digital technologies are used to repeatedly and intentionally cause harm, fear or distress to another person. This can happen through:
  - Text messages or phone calls
  - Social media platforms
  - Online games
  - Emails or messaging apps
  - Sharing images or videos without permission
- Cyber bullying may include sending threatening or hurtful messages, spreading rumours online, excluding others from online groups, or sharing embarrassing or inappropriate content.
- Unlike face-to-face bullying, cyberbullying can happen anytime and anywhere, and messages or images can be shared quickly with a wide audience.

## Our Commitment

Huntingdale Primary School is committed to providing a safe and supportive learning environment, both online and offline. Our approach to preventing and responding to cyberbullying aligns with the Western Australian Department of Education's Student Behaviour, Online Safety, and Digital Citizenship policies.

Cyberbullying is not tolerated, whether it occurs during or outside school hours, when it impacts the well-being or safety of students.

## Our Approach

We recognise that cyberbullying is a learned behaviour and that students need guidance and support to use technology safely and responsibly. Our school takes an educative and restorative practice approach, focusing on:

- Teaching students how to behave respectfully online
- Helping students understand the impact of their online actions
- Supporting students who experience cyber bullying
- Working with families to promote safe online behaviour
- Preventing Cyber Bullying
- Through our Positive Behaviour Support (PBS) framework and classroom programs, students are explicitly taught:
  - What cyberbullying is and how it differs from one-off online conflict
  - How online actions can have long-lasting effects
  - Strategies for staying safe online
  - What to do if they experience or witness cyber bullying
  - The importance of reporting concerns to a trusted adult

These learnings are linked to our school values of Respect, Responsibility, Pride and Safety, and to the Department of Education's expectations for digital citizenship.

# Cyber Bullying

## How We Respond to Cyberbullying

When cyber bullying concerns are reported, Huntingdale Primary School responds promptly and sensitively. Each situation is considered individually, taking into account:

- The age and maturity of the students involved
- The nature and seriousness of the behaviour
- The impact on the student's well-being and safety
- Any previous incidents or support provided

Our response may include:

- Support for students affected by cyber bullying
- Restorative Practice to address harm and rebuild relationships
- Education around appropriate online behaviour
- Consequences in line with school and Department of Education guidelines
- In serious cases, further action may include restriction of device use at school or suspension.

## What Parents and Carers Can Do

Parents and carers play an important role in preventing cyber bullying by:

- Talking regularly with children about their online activity
- Encouraging respectful behaviour online
- Setting clear expectations around device use
- Supporting children to report concerns to a trusted adult
- Saving evidence (such as screenshots) if cyber bullying occurs

If you are concerned about cyber bullying, please contact the school so we can work together to support your child.

## Working Together

By working in partnership with families and following the Department of Education's online safety expectations, Huntingdale Primary School aims to ensure students feel safe, confident and supported in all learning environments – including online spaces.

# Appendices

# Low key responses

Strategy	Description	Example
Minimal Verbal	Moving closer to a disengaged or disruptive student while continuing to teach.	Walking to the back of the room and standing near a talking student.
Non-Verbal Cues	Subtle actions to indicate a requirement for change in behavior.	A shake of the head, a finger to the lips for quiet, or a hand signal.
The Look	Sustained eye contact with a student to show you are "with-it" and aware of behaviour.	Making eye contact with a student until they look away or stop the behaviour.
Planned Ignore	Ignoring minor, attention-seeking behaviour when it is not affecting others.	Continuing to teach when a student is muttering, rather than engaging.
Private Dialogue	Speaking to a student quietly to avoid public embarrassment.	Walking to a student's desk and leaning down to remind them of the task.
Deal with the allies	Neutralise the audience, prevent the disruption from spreading, and maintain a positive, controlled classroom environment.	The teacher walks over and stands near two giggling allies, modelling what they should be doing.
The Pause	To gain attention. emphasise a key point and encourage student to reflect on their actions.	Teacher ceases instruction, stands still and scans the room, often using nonverbal cues (eye contact, gestures) to signal expectations.
Come on back	To prevent a minor incident from escalating and to minimise lost instructional time.	The teacher interrupts a student and redirects them to the task that they should be doing.
Winning Over	Encourage students to bond positively with the educator.	Acknowledging positive behaviour with specific feedback.
Proximity	Moving around the room during a task to prevent or respond to unproductive behaviour.	The teacher continues talking to the rest of the class, while casually walking over and standing next to a student demonstrating unproductive behaviour.

# Department of Education Policies

Huntingdale Primary School's approaches to behaviour, wellbeing and online safety are informed by, and aligned with, the following DoE policies and procedures:

Student Behaviour in Public Schools Policy – the mandatory framework for promoting positive behaviour, creating safe and inclusive environments, and responding to behaviour concerns. <https://www.education.wa.edu.au/web/policies/-/student-behaviour-in-public-schools-policy>

Student Behaviour in Public Schools Procedures – guidance on implementing the behaviour policy, including multi-tiered supports and restorative practices. <https://www.education.wa.edu.au/web/policies/-/student-behaviour-in-public-schools-procedures>

Students Online in Public Schools Policy – outlines expectations for safe, responsible and supervised online use of Department-provided services. <https://www.education.wa.edu.au/web/policies/-/students-online-in-public-schools-policy>

Students Online in Public Schools Procedures – procedures supporting the online services policy, including Acceptable Use Agreements and online safety practices in schools. <https://www.education.wa.edu.au/web/policies/-/students-online-in-public-schools-procedures>

Mobile Phones in Public Schools Policy – sets expectations for mobile device use at school to support safe and respectful behaviour (e.g. off and away all day unless required for health/learning). <https://www.education.wa.edu.au/web/policies/school-management>

Protective Behaviours Education Resources – Department resources and educator notes to support teaching students about safety, resilience and help-seeking skills (aligned with wellbeing education). <https://gdhr.wa.gov.au/before-you-start/educator-notes/protective-behaviours-education>