



# Behaviour Management Policy

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# Introduction

At Melville Primary School, every student has the **right to learn**, and every staff member has the **right to teach** in a safe, calm, and productive environment. Our Behaviour Management Flowchart provides a consistent process that supports these rights and aligns with our school purpose: **to educate, inspire, nurture, and challenge students in an inclusive and supportive environment**.

This approach is underpinned by our school values: **We are kind, we strive, and we act with integrity**, which guide expectations for both student behaviour and staff responses.

The flowchart ensures that:

- Students receive fair, predictable responses to behaviour
- Staff use consistent strategies across classrooms and playgrounds
- Consequences and restorative practices follow a clear escalation process as outlined in the chart
- All students understand how their actions impact their own learning and the learning of others

## Recognising Behaviour vs. Dysregulation

We recognise that some student actions are the result of **dysregulation**, not deliberate behaviour choices. Dysregulation often reflects a student's difficulty managing emotions, sensory input, or stress rather than intentional misconduct.

Therefore:

- Staff are expected to respond with **curiosity first**, considering whether a student is *unable* (dysregulated) or *unwilling* (behavioural choice).
- Supportive de-escalation, co-regulation, and adjustments may be required before applying consequences.
- Once a student is regulated and safe, the normal Flowchart processes resume, including restorative conversations and logical consequences.

This approach ensures that we respond to students with both **consistency** and **care**, upholding our school's commitment to nurturing and inclusion while maintaining high expectations for behaviour.

## Consistent Practice Across the School

Consistency is essential for students to feel safe and understand boundaries. All staff—classroom teachers, specialists, education assistants, and duty staff—are expected to apply the Flowchart in the same way both indoors and outdoors. This includes:

- Clear expectations (Engagement Norms and Classroom Management Strategies)
- Use of warning steps
- Providing restorative reflection opportunities

- Consistent use of tracking booklets
- Applying Reflection Class or Admin involvement when required
- Documenting behaviour as outlined in the Flowchart (reflection sheets at appropriate levels and on Compass)

By working together and responding consistently, we create a school environment where students feel supported, learning time is protected, and the whole community thrives.

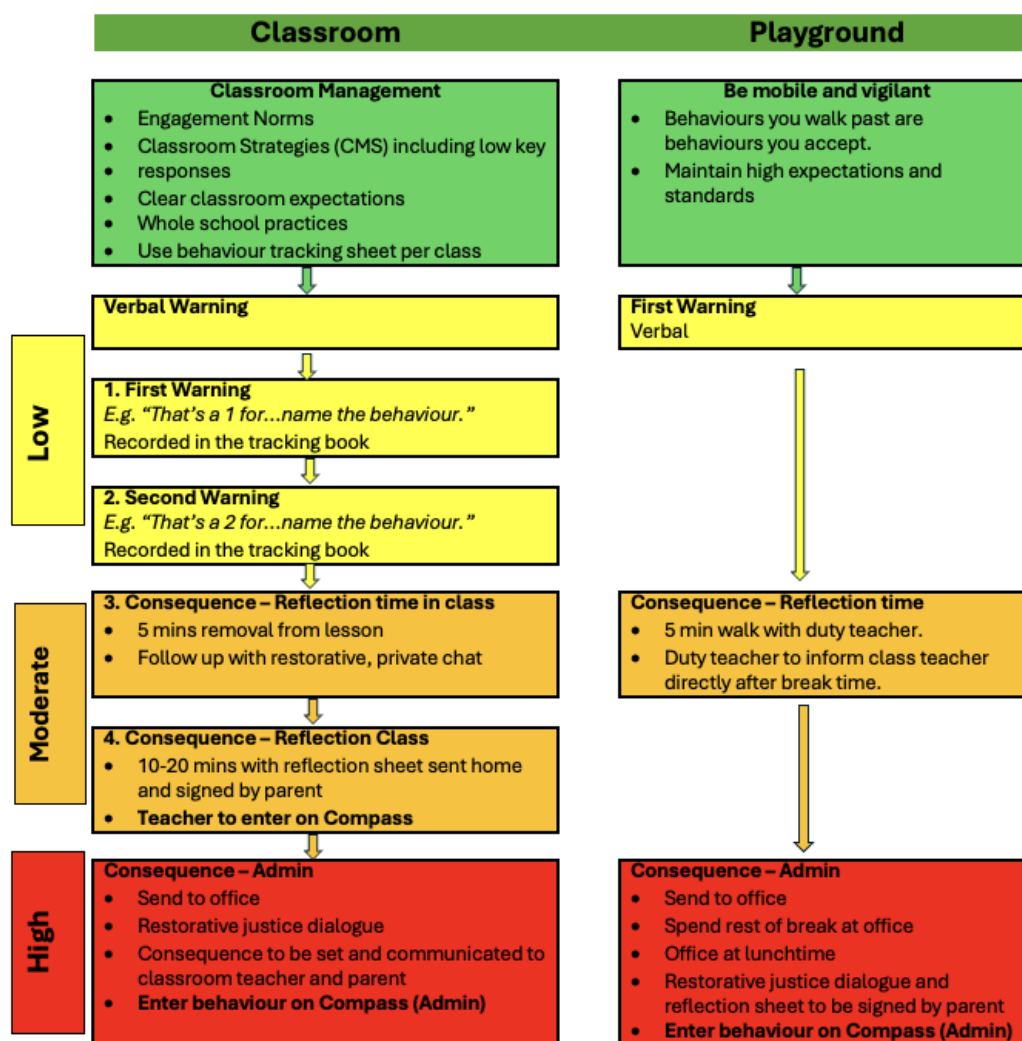


## BEHAVIOUR FLOW CHART

**We are Kind**

**We Strive**

**We Act with Integrity**



# Behaviour Examples

## Low Level Behaviours

(Classroom/Playground Managed – reset at each break for K-2)

### *Examples:*

- Calling out / interrupting
- Off-task behaviour
- Minor disrespect (tone, eye-rolling)
- Not following instructions, the first time
- Minor conflict or unkind comments
- Rough play without intent to harm
- Wandering around / avoiding work
- Minor misuse of equipment
- Low-level disruption to class
- Lateness back to class
- Leaving the room without permission (non-absconding)

### *Escalation from Low level:*

If Low-Level Behaviours **continue after warnings**, or occur **repeatedly across sessions**, they escalate to **Moderate Behaviours**.

This aligns with the school flowchart which specifies **repetition** as a trigger for moving to higher consequences

## Moderate Behaviours

(In class time out/ Reflection Class – does NOT reset)

### *Examples:*

- **Repeated disruption after Low-Level warnings**
- Continued refusal to follow instructions
- Ongoing disrespectful behaviour
- Unsafe behaviour (throwing objects, misuse of materials)
- Persistent interfering with others' learning
- Repeated misuse of equipment
- Ongoing moderate playground conflicts

### *Escalation from Moderate Behaviours:*

Repeated moderate behaviours — including multiple Reflection Class removals — will escalate to **Admin-level intervention**. As outlined in the flowchart, Low and Moderate Behaviours do not reset and therefore require escalation when patterns of repetition persist.

### **High Behaviours (Admin-Level Behaviours)**

(Serious Incidents – immediate leadership involvement)

#### *Examples:*

- **Repeated Moderate Behaviours that continue despite consequences**
- Physical aggression (hitting, kicking, punching, pushing with intent)
- Serious verbal aggression (threats, abusive language)
- Bullying
- Wilful damage to property
- Stealing
- Significant defiance that disrupts class operations
- Leaving school grounds (absconding)
- Major unsafe behaviour causing or likely to cause harm

# Support & Accountability Pathway (SAP) Policy

## 1. Purpose

Melville Primary School is committed to maintaining a safe, respectful and productive learning environment. While the Behaviour Flowchart provides a clear and effective framework for most students, a small number of students require additional structures to address repeated high-level behaviour.

The **Support & Accountability Pathway (SAP)** provides a consistent, fair and supportive process for students who repeatedly demonstrate behaviours that reach Moderate / Repeated Behaviours (Reflection Class) or High Behaviour consequences. This system sits **alongside and supports** the Behaviour Flowchart.

The SAP aims to:

- Improve behaviour through clear expectations and consistent follow-up
- Establish a short, restorative pathway for students needing additional support
- Ensure staff, parents and students understand the process
- Use a predictable 5-week cycle that avoids long-term exclusion
- Maintain fairness while supporting student growth

## 2. Scope

This policy applies to all students K–6 who meet the behaviour thresholds defined below. It supports teachers, leadership, parents and students in managing repeated high-level behavioural incidents.

## 3. Entry Criteria

A student enters the Support & Accountability Pathway when they meet **any one** of the following thresholds:

### *Behaviour Thresholds*

- 1 Suspension per term, OR
- 5 Moderate behaviour (Reflection Class) incidents within a 5-week block, OR
- 2 High behaviour consequences within a 5-week block

These thresholds are behaviour-based, easy to monitor, and designed to trigger timely support.

## 4. SAP Process

### *Step 1 — Notification*

Leadership confirms the behaviour threshold has been met and notifies:

- Classroom teacher
- Parent/caregiver
- Student (age-appropriate conversation)

### *Step 2 — Immediate Consequence*

Upon entering the SAP, the student will:

- **Miss the next scheduled “Extra Recess Reward”** in the current 5-week cycle

This consequence is consistent, predictable and directly linked to behaviour.

### *Step 3 — Reset Meeting*

A Reset Meeting is scheduled with:

- Associate Principal or Principal
- Classroom teacher
- Student
- Parent/caregiver

Purpose:

- Review behaviour pattern
- Clarify expectations
- Identify supports
- Re-establish a positive pathway forward

### *Step 4 — Reset Plan*

A simple one-page plan is completed, including:

- Two clear behaviour goals
- Strategies the school will provide
- Strategies the student will use
- Parent support strategies (optional)
- Follow-up schedule

Plans are stored securely and reviewed by leadership.

## 5. Exiting the Pathway

Students exit the SAP when they achieve any one of the following:

- **10 school days** without Level-2 or Admin behaviours, OR
- **Two successful weekly check-ins**, OR
- **No repeated behaviour after the Reset Meeting**

Exit is achievable and signals a fresh start.

## 6. Continued Behaviour While on SAP

If a student continues to reach Moderate or High Level Behaviours while on SAP, additional steps may include:

### *Tiered Response*

- Follow-up Reset Meeting
- Review and adjust the Reset Plan
- Increased check-ins with leadership
- Additional parent meetings
- Referral to Student Services, Chaplain or outside agencies

### *Negotiated Event Restrictions (if required)*

If safety, readiness or behaviour concerns persist, leadership may **collaboratively** negotiate with parents and staff the student's exclusion from specific events.

Principles:

- Not automatic
- Transparent and collaborative
- Based on safety and readiness
- Reviewed each cycle

This avoids punitive long-term exclusions while ensuring student and community safety.

## 7. Whole-School Positive Reinforcement Cycle

To reinforce positive behaviour across the school:

- Every **5 weeks**, all students who have **not entered SAP in that block** earn an extra recess reward (e.g. 10 min extra-long recess).
- The reward is inclusive and designed to celebrate the majority of students.
- The cycle resets every 5 weeks, giving all students a fresh opportunity.

## 8. Roles and Responsibilities

### *Leadership*

- Monitor behaviour data
- Confirm SAP entry
- Lead Reset Meetings
- Oversee Reset Plans
- Communicate with parents
- Support staff in consistency

### *Teachers*

- Implement the Behaviour Flowchart consistently
- Monitor student progress on the Reset Plan
- Communicate concerns early
- Participate in Reset Meetings
- Implement classroom strategies aligned with the plan

### *Parents/Caregivers*

- Support behaviour expectations
- Engage with Reset Meetings and communication
- Reinforce strategies at home

### *Students*

- Participate in reflection and Reset Meetings
- Work toward agreed goals
- Seek help when needed

## 9. Review and Monitoring

- SAP data is reviewed each term by Leadership.
- Adjustments to support students are made as required.
- A full policy review will occur regularly with input from staff and the School Board.

## School Based Community Service

At Melville Primary School, when behaviour gets in the way of learning or safety, we sometimes ask students to help with 'Community Service'. This isn't a punishment — it's a chance to give back to the school in a positive way.

They might help in the garden, the library, with recycling, or by organising equipment.

It shows they are taking responsibility and making things right again.

After they've helped, we talk about what went well and how we can make sure things go better next time."

**School based community service may be used at the Admin level of the Behaviour Flowchart and/or for those students on the SAP.**

### Key Principles to Keep It Positive (Not Punitive)

**Always connect the task to contribution, not punishment.**

"You're helping make our school a better place."

**Choose tasks that retain dignity.**

No rubbish-picking, no public shaming.

**Ensure tasks are time-limited and supervised.**

Usually 10–15 minutes is enough.

**Link the task to the behaviour where possible.**

E.g., disrespect → helping tidy a shared space.

**Always end with a positive check-in.**

Reinforce that improvement is possible and expected.

**Document tasks lightly**

No heavy paperwork — quick note on the Reset Plan.

*All tasks should:*

- ✓ feel purposeful
- ✓ support the school community
- ✓ preserve student dignity
- ✓ be supervised and time-limited (10–15 minutes)

## Positive Community Service Ideas

### 1. Gardening and Grounds Care

- Weeding the vegetable patch
- Tidying the vegetable patch
- Watering garden beds
- Sweeping alcove areas
- Raking leaves

**Why it works:** students see immediate, positive impact; calming, hands-on; easy to supervise.

### 2. Library Helpers

- Shelving returned books
- Wiping book covers
- Organising shelves or book displays
- Helping with library "returns trolley"
- Straightening cushions/reading corners

**Why it works:** quiet environment, builds responsibility, avoids stigma.

### 3. Lost Property Management

- Sorting and organising lost property
- Folding and placing items nicely
- Helping match labelled items to classrooms

**Why it works:** practical, visible task that genuinely helps the community.

### 4. Classroom Support Tasks

*(with teacher agreement)*

- Sharpening pencils
- Sorting equipment
- Organising reading books
- Cleaning whiteboards or tidying resources

**Why it works:** reinforces belonging to their class community.

### 5. Sustainability and Environment Roles

- Collecting recycling bins
- Tidying the container recycling area

**Why it works:** aligns with many schools' sustainability focus; meaningful and safe.

## **6. Early Childhood Helpers**

*(older students only)*

- Helping tidy Kindy/PP outdoor spaces
- Organising puzzles and blocks
- Sweeping around sandpits

**Why it works:** builds leadership and empathy, especially for Year 5/6 students.

## **7. Community Contribution Projects**

- Creating positive posters (kindness, safety messages)

**Why it works:** reinforces pro-social contribution and strengthens school culture.

## **8. Sports Support**

- Organising sports equipment
- Sorting balls and pump equipment

**Why it works:** active and purposeful, great for high-energy students.



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