



Melrose Park
Public School

Student Behaviour Procedures

- updated October 2022
- to review 2023



School Behaviour Support and Management Plan Student Behaviour Procedures

Melrose Park Public School students and staff have the right to be treated fairly and with dignity in an inclusive environment free from disruption, intimidation, harassment and discrimination. To achieve this, Melrose Park Public School will maintain high standards of student behaviour aimed at building positive behaviours and learning environments, while reducing the occurrence of challenging and unsafe behaviours through proactive, preventive and restorative approaches.

Our school's behaviour processes and practices guide intervention when managing inappropriate behaviours. The level of intervention is determined by the intensity, frequency and duration of the behaviour. The school's Anti-Bullying Plan works in conjunction with these implementation practices.

Students who have additional learning and support needs will be supported in their quest to develop personal responsibility. An approved behaviour management program and Personalised Support Plans are identified for these students and communicated to parents. Students will assemble personal strategies and consequences according to their needs. Factors such as disability, age, individual needs and development level are taken into account.

Our school's behaviour plan operates on a level system. We expect all students to be following and demonstrating the **school expectations of respect, responsibility and learning** at all times at school and while wearing school uniform in the community. This behaviour also extends to the appropriate use of technologies. A student may be placed on a level if the student displays inappropriate behaviour either over a defined time or as a one-off serious event.

Behaviour issues are documented in an electronic management system, SENTRAL. Incidents are reviewed over a defined time for early identification and intervention of recurring student behaviours.

The school reserves the right to place a student on an appropriate level or suspend the student immediately in the case of serious or extreme behaviours. This will be at the discretion of the principal.

Classroom Management Strategies are essential for good learning. All learning spaces display information regarding respectful responsible learning behaviour. Teachers and students identify and manage strategies for mindful behaviour in all settings including in classrooms and outside. Teachers teach social, emotional and behaviour skills explicitly through the Positive Behaviour for Learning (PBL) and Zones of Regulation (ZoR) programs. In addition to positive incentives, strategies may include reminders, behaviour cards, names on board, traffic light system and age-appropriate tasks.

Positive Behaviours can be acknowledged through the use of:

Verbal praise and recognition	First in line, go to lunch
Stickers and or stamps	Special activity e.g. extra fitness/ art
Success Cards	Show work to others including executive staff
Tokens	Student initiated activity
<ul style="list-style-type: none">Note that food rewards and dismissing students early are <u>not</u> permitted.	

Reflective Strategies are employed as a means of calming during a stressful situation within a safe and predictable environment. Reflective strategies to help a student think about their actions for not demonstrating appropriate behaviour includes being moved to another part of the room, moving to another classroom, being sent to an executive member of the school or to the Principal's office. In the playground reflective strategies may include missing out on play or walking around with the duty teacher for a period of time to stop and think about their actions. The use of reflective thinking time is monitored in SENTRAL for follow up.

Inclusive Practices are embraced across the community for all learners as we respect and value diversity. The school supports the implementation and follows the procedures of the Inclusive Education Policy for students with disability. Personal adjustments are implemented to ensure student's learning needs are accommodated for appropriately to,

- understand expectations and rules develop skills
- to meet behavioural expectations
- develop self-awareness and self-regulation skills

Restrictive Practices are only used as a last resort as all staff are committed to providing positive, inclusive, respectful and safe learning environments for all students and staff. Informed use of restrictive practices protects the rights, safety and freedom of children and young people, while balancing the safety of staff and others. This includes awareness of practices which are prohibited. All practices will be documented for follow up with parents.

Social Emotional Learning is differentiated and adjusted to meet the identified needs of students with disabilities. All students develop social and emotional skills in order to maintain positive relationships and engage in prosocial behaviour.

Professional Learning is undertaken in staff development sessions and regular communication meetings to support effective classroom management and collecting and analysing data to manage school-wide behavioural expectations.

Restorative Practices and student achievement is enhanced through restorative values being embedded as a way of being and learning together. Our approach fosters individual responsibility and helps develop empathy. Inappropriate behaviour, choices and mistakes can be viewed as an opportunity for insight, learning and development in both the academic and social domains. It puts the onus on individuals to be truly accountable for their behaviour and to attempt to repair any harm caused to others as a result of their actions.

Inappropriate Behaviours are dealt with through a reminder and level system flowchart. The intervention is determined by the degree of the behaviour. Casual teachers should inform the executive if a student is demonstrating inappropriate behaviours.

Behaviour Management Overview

At Melrose Park Public School we expect all students to be following and demonstrating the school's expectations of **respect, responsibility and learning** at all times at school and while wearing school uniform in the community. Positive behaviour is acknowledged in various ways including a whole school reward system.

Inappropriate Behaviours are dealt through a reminder and level system flowchart. The intervention is determined by the degree of the behaviour.

Degree of Incident –Incidents are identified by teachers as Low, Mid, High or Serious. Low incidents incur a reminder and mid incidents incur a time out. High incidents incur a notification card and Serious incidents will incur an instant behaviour level.

Examples of degrees of incidents			
Low Give reminders Reteach PBL	Mid Discuss expectations and give time out up to 15 min. Walk with teacher	High Liaise with executive for time out, loss of play and notification card	Serious Take actions to keep students and staff safe Send for executive help
Out of seat	Repeated low level behaviours (3+)	Repeated mid-level behaviours (3+)	Repeated high level
Calling out	Inappropriate language	Refusal to follow direct teacher instruction	Continued disrespect and open defiance towards teacher
Loud noises	Unnecessary physical contact eg poking	Defiance	Physical aggression causing harm
Talking	Book graffiti	Disrespect	Acts of violence towards others or property
Off task	Minor inappropriate use of ICT	Rude gestures	Persistent bullying /racism actions targeting another student
Disturbing others	Littering	Spitting	Inappropriate behaviour whilst outside of the school
Misuse of property	Out of Bounds	Bad language	Intimidation/ Harassment
Not wearing a hat outside	Playing in toilets	Graffiti - school	Leaving the school grounds without permission with the intention of not returning
Moving around during eating time	Anti-social play	Bullying or Racism – mean on purpose (2)	Vandalism
Unsafe use of equipment	Unfair play	Inappropriate physical contact such as pushing/ tripping	Forgery / Theft
Not playing cooperatively	Dangerous play	Intentional damage to property	Inappropriate acts affecting
Late for lines	Unintentional damage to property	Persistent playing in toilets	
	Mean on purpose (1)	Leaving school grounds	
		Misbehaviour while wearing uniform outside of school	
		Inappropriate use of ICT	

			wellbeing/health e.g vaping
--	--	--	--------------------------------

Behaviour Level System

Level 0	The student displays appropriate behaviour
Who will manage this level?	Managed by the teacher.
What happens at this level?	<p>Staff will:</p> <ul style="list-style-type: none"> • Display expectations in all rooms and the respectful, responsible learner expectations across the school • Reinforce positive behaviours • Give reminders and employ class management strategies • Note incidences of positive and negative behaviour on Sentral and action taken <p>The student will:</p> <ul style="list-style-type: none"> • Follow the school expectations and display the actions of a respectful, responsible learner both inside and outside the classroom • Follow school staff instructions as required <p>If a student forgets appropriate behaviour</p> <ul style="list-style-type: none"> • Discuss with teacher and complete a reflection sheet • Notification card will be sent home behaviour is at a high <p>The parent will:</p> <ul style="list-style-type: none"> • Discuss with their child expected behaviour, sight the student's reflection sheet, sign the Notification Card and return it to school.
Level 1	The student displays repeated inappropriate behaviour or at Serious Level E.g. High 3 times within a month period.
Who will manage this level?	Managed by the teacher. Supported by the Assistant Principal.
What happens at this level?	<p>Staff will:</p> <ul style="list-style-type: none"> • Note incidences of negative behaviour and action taken • After 3 notification cards in a month, send home level notification of inappropriate behaviour. This notice is signed by parents as an acknowledgement of the issue and returned to the teacher • Discuss behaviour with the student and possible strategies for improvement, linking to the Zones of Regulation where appropriate • Provide the student with a level monitoring sheet • Monitor the student's behaviour and sign a sheet for each session in a day. A staff member will not sign the sheet if a student does not exhibit positive behaviours • Class teacher/AP will sign off after 5 complete days of acceptable behaviour.

	<ul style="list-style-type: none"> • If a student is still on Level 1 after 10 days, move to Level 2. • <p>The student will:</p> <ul style="list-style-type: none"> • Discuss their behaviour with the teacher • Write a reflection about their behaviour • Take responsibility for their behaviour and the completion of their level sheet • Reflect with staff members on behaviour strategies for 1-2 playtimes • Have behaviour monitored for 5 complete days • Yrs 3-6 miss PSSA • K-6 off play equipment supported by SLSO on playground • Loss of badge and role of responsibility for time on level • Stay at Level 1 for 5 completed days return to L0 • If not signed off in a day, extra day is added to the period <p>The parent will:</p> <ul style="list-style-type: none"> • Discuss the noted behaviour on the level notification with their child • Sign the level notification of inappropriate behaviour and return to school • Reinforce school expectations often and talk about possible solutions with their child.
Level 2	<p>The student repeatedly continues to display inappropriate behaviour or ignores behaviour modification programs or the intensity warrants a higher level.</p> <p>E.g. Spent more than 10 consecutive days on Level 1 or been placed on Level 1 on more than 2 occasions in a year in conjunction with Inclusive Practices Support</p>
Who will manage this level?	Managed by Assistant Principal in consultation with the teacher.
What happens at this level?	<p>Staff will:</p> <ul style="list-style-type: none"> • Make phone calls to parents to inform them of the situation • Send a letter to parent outlining the behaviour and if necessary a formal caution, to be signed by the Assistant Principal and the parent as acknowledgement of receipt • Discuss behaviour with the student and possible strategies for improvement • Provide the student with a level monitoring • Monitor and support student behaviour as required such as with an individual program. A staff member will not sign the sheet if a student does not exhibit positive behaviours • AP will sign off after 10 complete days of acceptable behaviour • If a student is still on Level 2 after 15 days, move to Level 3. <p>The student will:</p> <ul style="list-style-type: none"> • Discuss their behaviour with the Assistant Principal • Write a reflection about their behaviour

	<ul style="list-style-type: none"> • Take responsibility for their behaviour and the completion of their monitoring sheet • Have 5 days half lunch and break participation in a wellbeing program with a member of staff. Play is supervised by a staff member • Have behaviour monitored for 10 complete days. Return to L1 • Not eligible for awards whilst on Level 2 • 3-6 miss PSSA • K-6 off play equipment and sand pit- supported by SLSO on playground • Permanent loss of badge and role of responsibility • Be returned to Level 1 for a further 5 completed days. <p>The parent will:</p> <ul style="list-style-type: none"> • Discuss the noted behaviour on the level notification • Sign the level notification of inappropriate behaviour and return to school • Reinforce school expectations often and talk about possible solutions with their child • Access the Kids Helpline if necessary.
Level 3	<p>The student ignores behaviour management strategies and behaviour deteriorates. E.g. Continued unacceptable behaviours as outlined in Level 2 or escalation of inappropriate behaviours</p>
	<p>The student's behaviour is intolerable. Department of Education suspension policy to be implemented. A maximum number of days of suspension in a calendar year (30 days for Years K-2 and 45 days for Years 3-12). Two suspension periods cannot occur consecutively. More than 3 suspensions in a calendar year requires Director Educational Leadership (DEL) approval.</p> <p>A short suspension of up to and including 4 school days may be imposed for:</p> <ul style="list-style-type: none"> • Continual disobedience • Aggressive behaviour • Dangerous behaviour risking safety of others • Any student who is physically violent resulting in injury • Not responding to Personalised Support Plan and support systems <p>A long suspension of up to and including a maximum 10 day suspension for Years 3- 12 and 5 days for Years K-2 10 school days may be imposed for</p> <ul style="list-style-type: none"> • Physical violence • Use or possession of a prohibited weapon, firearm or knife • Use of an implement as a weapon or threatening to use a weapon

	<ul style="list-style-type: none"> • Serious criminal behaviour related to the school • Persistent misbehaviour • Possession or use of a suspected illegal substance
Who will manage this level?	Managed by Assistant Principal and Principal, in consultation with the teacher.
What happens at this level?	<p>Staff will:</p> <ul style="list-style-type: none"> • Follow the Department of Education Behaviour Policy and Procedures • Principal reserves the right to make the decision to suspend immediately if and when a severe act of inappropriate behaviour endangers the health and safety of the students, staff, parent or community. <p>The student will:</p> <ul style="list-style-type: none"> • Participate in a resolution meeting with parent/carer and make restitution for the action <p>After a suspension:</p> <ul style="list-style-type: none"> • Student will return to school on an individual support plan after which the student's level will be reviewed • The student will be excluded from school activities at the principal's discretion. <p>The parent will:</p> <ul style="list-style-type: none"> • After suspension, follow up with a meeting with the school executive. • Review all processes and agree to an individual support plan • Access other agencies and support if necessary.
Level 4	Expulsion Department of Education Policy (DoE)
Who will manage this level?	Managed by Principal in consultation with the Assistant Principal, School Counsellor, School Learning Support Team and Director Education Leader (DEL)
What happens at this level?	<p>Staff will:</p> <ul style="list-style-type: none"> • Follow the Department of Education Behaviour Policy and Procedures • Record and document process <p>The Student and Parent will:</p> <ul style="list-style-type: none"> • Follow DoE recommendation for schooling