Melton Primary School
No. 430
"Onward with pride"

2025
Student Engagement and Inclusion Policy

SCHOOL PROFILE STATEMENT

Melton Primary School No: 430, which has a current enrolment of approximately 520, was established on its present site in 1870. Originally a rural school, it now services part of the young, growing, outer – western suburb of Melton.
Melton Primary School has a strong commitment to, and involvement with, the broader community. A two – way bond of loyalty between staff and school families has been in evidence for many years.
The total school community is committed to fostering pursuit of excellence, self-discipline, courtesy and ongoing life values and skills.

VISION

Melton Primary School strives for our students to become active and independent learners by:

- Encouraging students to become lifelong learners who value themselves, others and learning.
- Promoting a social responsibility, resilience, perseverance and independence.
- Providing a nurturing and challenging environment that promotes an enthusiasm for learning and prepares individuals to become reflective and valued members of society.

In order to deliver this core purpose our school will:

- Demonstrate exemplary teaching and learning with innovative practices
- Build strong partnerships between school, home and the wider community
- Respect and embrace the diversity within our community
- Recognise and celebrate effort and achievement
- Promote a safe and caring environment.

To promote our School Agreed Behaviours and all that they encompass which are:

- We are active learners
- We respect others
- We are safe
- We are supportive

CURRICULUM

Melton Primary School provides a comprehensive education covering all of the Victorian Curriculum. Traditionally there has been a strong emphasis on the areas of Literacy and Numeracy and this is reflected in student success rates at secondary feeder schools.
Specialist teachers are provided in the important areas of Auslan/Art, Library, Physical Education, Performing Arts and STEM. As well as this we have appointed school based coaches in numeracy and literacy.
Educational programs are reviewed on an annual basis to allow for changing trends and increasing technology to ensure individual needs of students are met.
Our caring and dedicated staff members work closely with the wider school community to develop an educational partnership with and for the children. Parents are actively encouraged to participate in both classroom and wider school activities.

WHOLE SCHOOL PREVENTION STATEMENT

OUR AIMS

Melton Primary School aims to foster a safe, secure and supportive environment for the successful learning and personal growth of our students. Our school promotes responsible behaviour and emphasises and anticipates the implementation of our whole school agreed behaviours – safety, respect, support and active learning. As a school that acknowledges the importance of mental health and wellbeing we have implemented new initiatives through the Berry Street Program. We recognise the central role that parents and carers play in the lives of their children and encourage effective working relationships between school staff, parents and carers as well as the broader community; ultimately we aim to improve children's mental health and wellbeing.

Our policy has been formulated based on the underlying principles of respect, cooperation and fairness. We promote the basic fundamental belief that **we have the right to be safe and the right to learn at school**. Our intention is to encourage the development of positive relationships amongst all members of our school community; to develop high levels of individual and whole school self-esteem and encourage and reward

appropriate social behaviour. We aim to develop and support responsible behaviour that acknowledges and protects mutual rights of staff, students and parents.

This is ensured by:-

Mental health and social, emotional and behavioural development.

- Presenting a formal Social and Emotional Learning Curriculum in line with the Berry Street Initiative and Resilience Project.
- Presenting a curriculum that provides for the learning needs of all students.
- Promoting a happy, *cooperative* atmosphere in the school community.
- Creating an understanding among staff, students and parents about bullying and its prevention.
- Procedures which seek to develop in students a sense of communal responsibility – encouraging each other to make the right choices that will ensure our rights to learn and be safe at school.
- Procedures which seek to develop in students an *acceptance of responsibility for their behaviour*, particularly as it impacts on other people's rights.
- Clearly stated *expected behavior* through the use of the agreed school behaviours and the **consistent** use of *consequences*.
- Implementing a positive, *problem solving approach* to assist students to develop self-discipline and individual responsibility for behaviour and to provide children with *strategies* for conflict resolution.
- Assisting students to develop a respect for the rights of others and a realisation of the relationship between Rights, Responsibilities, Action and Consequences.

The inclusion of pro – social programs and procedures as part of our curriculum; namely

- A variety of lunchtime Clubs including; Library and Gardening Clubs
- MPS Cyber Smart Policy and Digital License Program *(refer to end of current policy)*
- School Agreed Behaviours
- Every Day/Minute counts
- Human Development Program
- School Captains and Vice Captains
- Student Representative Council, including a formal junior leadership development program

Such programs and procedures promote a strong focus on *appropriate* patterns of behaviour to develop self-discipline and positive self-esteem.

BASIC ASSUMPTIONS

- We have the right to be safe and we have the right to learn at school.
- Appropriate, positive behaviour
- - has rewards - will be recognized - is encouraged
- Every student can behave acceptably and in line with the agreed school behaviours in school, and taking responsibility for their actions.
- Teaching and learning is more effective in an environment where cooperative behaviour occurs.
- Parents and Carers have an expectation that their child will learn and play at school, free from disruptive or harmful behaviour.
- Shared responsibility between school and home is more effective for students.
- Procedures and consequences for unacceptable behaviour must be in place and adhered to with students and parents / carers accepting and supporting relevant, logical consequences.

RIGHTS AND RESPONSIBILITIES (See appendix A)

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive, respectful and actively promotes learning. Everyone deserves to be treated with respect and dignity.

Specific to Bullying - It is the policy at Melton Primary School not to tolerate bullying in any form. All members of our School Community are committed to ensuring a caring and safe environment, which promotes personal growth, learning and positive esteem.
We believe all members of our School Community have the right to a safe environment. These rights have concurrent responsibilities including accepting individuals and treating all with respect.

We bring our Agreed Behaviours to life through our behaviours and interactions with each other. We display and model these behaviours in a variety of ways:

- Attending school on time and arriving promptly to each lesson
- Preparing properly for school and each lesson
- Meeting appropriate appearance, dress and uniform standards
- Moving safely through the school environment
- Being active learners and participating fully in learning activities
- Attentively following instructions
- Being respectful and listening to each other
- Treating each other with respect, courtesy and fairness
- Being supportive and valuing the particular individual strengths and differences of others
- Demonstrating and monitoring our own learning progress
- Attempting and learning tasks to the best of our ability

IDENTIFYING STUDENTS IN NEED OF EXTRA SUPPORT

Our school will utilise the following information and tools to identify students in need of extra support using the following strategies

- Personal information gathered upon enrolment
- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments
- Physical and creative/musical performance in areas such as P.E, the arts etc.
- Behaviour observed by classroom teachers/Education support
- Engagement with student families
- Engagement/liaising with outside agencies (for example DHHS, speech pathologists but also engagement for students excelling in specialists abilities)
- School Chaplain and Wellbeing co-ordinator
- Berry Street

ENGAGING WITH FAMILIES

- The School values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, Parent Surveys, and from parent representatives on School Council. The School Council provides financial assistance and encouragement to the Parents' Association in our efforts to build a sense of community.
- The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

The school will create successful partnerships with parents/carers and families by:

- promoting school Agreed Behaviours
- ensuring all parents/carers are aware of the school's Student Engagement Policy
- actively encouraging family interaction by participating in whole school community events
- conducting effective school-to-home and home-to-school communications
- providing volunteer opportunities to enable parents/carers and students to contribute
- involving families with homework and other curriculum-related activities
- involving families as participants in school decision-making
- coordinating resources and services from the community for families, students and the school
- involving families in Student Support Groups
- Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school. More detail on parent responsibilities and consequences for inappropriate behaviour are outlined in our Statement of Values.
- Promotion of school events/learning activities through Compass and Class Dojo.
- Reporting to parents through Compass

SCHOOL ACTIONS AND CONSEQUENCES

Melton Primary School actively encourages and supports high levels of student attendance, engagement, learning and positive behaviours through consistent employment of the following whole school strategies:

- All students, staff and parents/carers will be made aware of their rights and responsibilities and the conventions which govern our school's operations as documented in this policy.
- Teachers will foster strong relationships with children by
- giving verbal and written positive feedback,
- providing constant encouragement and praise wherever appropriate,
- celebrating achievements,
- building the self-esteem of each student,
- handling situations in a calm, non-judgemental manner,
- encouraging the use of positive role models and
- employing a consultative, problem solving approach for minor disciplinary problems,
- provide positive reinforcement in the form of tangible rewards such as stickers, certificates and awards.

A Whole School Approach to Behaviour Management incorporating classroom and playground plans which ensure fairness and consistency. Teachers and students are expected to be advocates of the agreed school behaviours. Good teaching practice will assist in the area of welfare and discipline. To this end, it is essential that the relevant teacher take a major role in the solution of the problem at hand.

Classroom 'Agreed Behaviours and Responsibilities' Plans

- Children are to participate in the establishment of classroom responsibilities and are to be well informed of consequences should agreements be broken.
- Classroom plans will be consistent with the whole school approach, taking into account current DET Guidelines for 'Student Code of Conduct'.

Playground Behaviour Management Plan

- Students need to be aware of all rules and of consequences should the rules be broken. The connection between the behaviour and the consequences is logical; taking into account the age of the student and the nature of the seriousness of his/her behaviour.
- The Playground Behaviour Management Agreement will be displayed at various points throughout the school for immediate consultation and clarification. When a consequence is being given, the student involved will be reminded of the rule that has been broken and the agreed consequence for doing so.

1. Empowering students to be involved in school decision making and student leadership activities.
2. Parents, staff and students *working together* in the behaviour management process to benefit all. It is expected that parents and carers support staff in the implementation of logical consequences, understanding that the decision has been made in accordance with our policy guide.
3. Fostering pride toward the school and its environment.
4. Encouraging acceptable behaviour focusing on the action not the individual.
5. Celebrating, respecting and acknowledging cultural differences in our school population.
6. Encouraging our school Agreed Behaviours; sharing, tolerance and compassion amongst all students.

DISCIPLINE

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.

- Disciplinary measures that may be applied include:
- Behaviour Management Plans
- Restorative approach (eg repairing damage caused)
- Withdrawal of privileges
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Time Out
- Detention
- Suspension (in-school and out of school)

- Expulsion
- Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.
- **Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.**
- Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met.
- Suspension and expulsion can only be approved by the principal and our school will follow the processes for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance.
- Information on grounds and processes for suspension and expulsion that our school will follow are available here: https://www2.education.vic.gov.au/pal/suspensions/policy

PROCEDURES

In classrooms:
In the event of a student not complying with the established school rules, each Classroom Agreed Behaviours and Responsibilities Plan should refer to the following steps:-

1. Warning, where possible, that an agreement is likely to be broken.
2. Identification of the breach of the specific agreement.
3. Consequences accompanying the agreement carried out in accordance with the class accord.
4. After school or lunchtime detention with the teacher concerned.
5. For after school detentions, teachers will notify parents in advance and gain signed parent permission.
6. Intervention by Principal or an Assistant Principal - Possible suspension.

In the playground:
Responsibilities Plan should refer to the following steps:-

1. Warning, where possible, that a rule is likely to be broken.
2. Identification of the breach of the specific rule.
3. Consequences accompanying the rule carried out in accordance with Playground Behaviour Management Agreement.
   Time out in designated area of playground (agreements seat)
   Reflection time for half of lunch recess; parents/carers contacted informing them of the incident and consequences
4. Intervention by Principal or an Assistant Principal
5. Suspension.
   N.B. In cases of severe breaches of behaviour some steps may be omitted.
6. Subsequent consequences may include *loss of rights to excursions, incursions, interschool sports or camps.*

STANDARDS FOR THE MANAGEMENT OF STUDENT BEHAVIOUR IN THE SCHOOL GROUNDS

All members of the school community are committed to ensuring a safe caring environment which promotes personal growth and positive self-esteem for all.
At Melton Primary School we all have the right to feel and to be safe.

The following forms of behaviour are therefore unacceptable:-

PHYSICAL

1. Fighting, harassment, bullying or any other form of aggressive behaviour. Melton Primary School does not tolerate bullying in any form.
2. Leaving the school grounds or classroom without permission.
3. Riding bicycles, scooters, skating or roller- blading in the school ground (including riding bicycles without a safety helmet).
4. Throwing stones, sticks or other dangerous objects.

PROPERTY

1. Stealing
2. Abuse of school's or student's equipment/property.
3. Deliberate littering of our school grounds

PERSONAL

1. Verbal abuse.
2. Sexist, racist or any discriminatory behaviour.
3. Refusal of teacher's reasonable requests.
4. Non- compliance with school Agreed Behaviours

WHOLE SCHOOL BEHAVIOUR AGREEMENT

SAFETY

1. Children will walk inside and around school building in a calm and safe manner with regard to all.
2. Children will act respectfully towards all members of the school community.
3. Children are not to climb trees, fences or buildings.
4. Children will line up in an orderly manner when purchasing from the canteen.
5. Children will not enter any area clearly designated as temporarily out of bounds.

DESIGNATED AREAS

1. Children will enter only their designated play areas. (**Only** Foundation children are to play in Foundation playground before, during or after school. Foundations are not to play on the oval.)
2. Children are **not** to be inside the building before or after school, during recess or lunch without teacher permission or supervision.
3. Children will remain in a shaded undercover area if not wearing a school hat during September to April. (The eave of the gymnasium's southern wall.)

USE OF EQUIPMENT

1. Children will use play equipment in the nominated areas.
2. Children will respect the school property and buildings.

PERSONAL

1. Children will co-operate with staff, other children.
2. Children will inform a yard duty teacher if unwell or injured and obtain a sick bay pass, before going directly to the office.
3. Children will place **all** rubbish into a bin

APPENDIX A-

Students: We have the right to be safe and we have the right to learn at school.

RIGHTS	RESPONSIBILITIES
Students at Melton Primary School have the right to:- 1. Experience success. 2. Be treated equally, with dignity and respect. 3. Feel safe and secure in a positive school environment. 4. Have access to all activities. 5. Know what is acceptable behaviour and the consequences of unacceptable behaviour. 6. Work and play in a secure environment without intimidation. 7. Be encouraged to develop their talents and interests through a broad curriculum. 8. Receive reasonable assistance to resolve school related problems. 9. Receive ongoing communication and feedback about their progress.	Students at Melton Primary School have the responsibility to:- 1. Treat all others with respect and consideration. 2. Respect their own property, that of others and the school environment. 3. Attend school regularly and participate in all learning programs. 4. Maintain our school grounds in a clean and tidy state; one which promotes pride in our environment. 5. Accept and comply with school rules and consequences. 6. Maintain the rights of all students and adults. 7. Uphold the Values of our school. 8. Provide and maintain a safe environment for all. 9. ***Specific to Cyber safety*** *- Melton Primary School is committed to developing a safe environment where the students act respectfully and positively towards each other in acceptable and non-threatening ways.* <u>Students</u> at Melton Primary School have a responsibility to ensure that they: ● hand in mobile phones to the office before school and collect them at the end of the day ● do not participate in cyber bullying ● do not use mobile phones, cameras or other digital devices to record audio and visual material that is not authorised as part of the school curriculum program ● do not breach the privacy of students, staff and members of the school community through any unauthorised recording or filming ● do not disseminate inappropriate information through digital media or other means ● report incidents of cyber bullying to a member of staff

	● advise students being victimised by cyber bullying to talk to an adult ● offer to speak to an adult on behalf of the student who is being victimised by cyber bullying

APPENDIX B-

Parents and Carers

RIGHTS	**RESPONSIBILITIES**
Parents and Carers have a right to expect that their child will be educated in a safe and secure environment where courtesy, care and respect for the rights of others are promoted.	Parents and Carers have a responsibility to: 1. Ensure their child's prompt arrival and regular attendance at school. 2. Show an active interest in their child's schooling and progress, promoting positive educational outcomes for their child. 3. Initiate and maintain regular and constructive communication with school staff regarding their child's learning, engagement and wellbeing, including notifying the school of student absence as soon as is reasonably possible. 4. Display and model positive agreed behaviours 5. Behave in a respectful manner towards other students, parents and staff.

APPENDIX C-

Staff

RIGHTS	**RESPONSIBILITIES**
Staff at Melton Primary School have the right to:- 1. Be treated equally, with dignity and respect. 2. Feel safe and secure in a positive school environment. 3. Teach in an orderly and collaborative environment. 4. Work in a secure environment without intimidation.	**Staff** at Melton Primary School have the responsibility to:- 1. Treat all others with respect and consideration. 2. Consistently and fairly implement the MPS Student Engagement and Wellbeing Policy, including the *Playground Behaviour Management* and *Classroom Agreed Behaviours and Responsibilities* Plans. 3. Maintain accurate records of attendance by completing electronic rolls (am and pm).

5. Be encouraged to develop their talents and interests through a broad range of Professional Development. 6. Be informed about matters relating to students, within privacy restrictions, that may affect the teaching and learning program for students.	4. Display, model and teach the School Agreed Behaviours and positive social behaviours. 5. Accept and comply with school rules and consequences. 6. Maintain the rights of all students and adults. 7. Create and maintain safe and stimulating learning environments. 8. Ensure every child has the opportunity to participate in all activities. 9. Initiate and maintain regular and constructive communication with students and parents about learning, engagement and wellbeing. 10. ***Specific to Cyber safety*** *- Melton Primary School is committed to developing a safe environment where the students act respectfully and positively towards each other in acceptable and non-threatening ways.* <u>Staff</u> at Melton Primary School have the responsibility to ensure that: ● all forms of cyber bullying are prohibited at Melton Primary School ● staff are aware of cyber bullying and are able to identify and look for signs of occurrence among the students ● students are aware of the consequences of cyber bullying (student code of conduct) ● a code of conduct is in use for technology, including computers and mobile phones, whilst on the school premises ● all cases of cyber bullying are reported to an Assistant Principal / Principal and responded to promptly ● there is supervision of technology that is effective for monitoring and deterring cyber bullying

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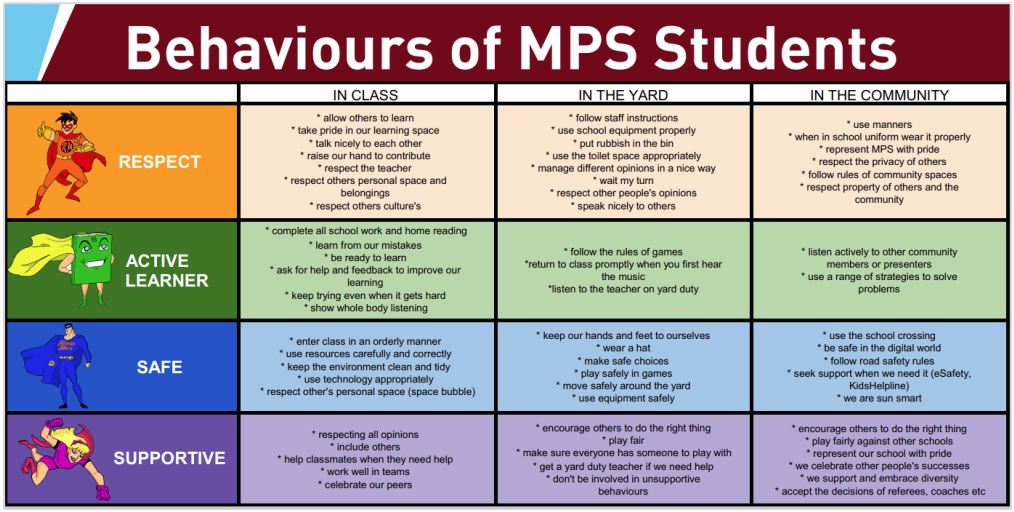
APPENDIX D-
Students

Playground Behaviour Management Agreements

At Melton Primary School we all follow our School Agreements to make sure that everyone is SAFE and HAPPY at all times.



1. We play safely and happily together so no one is hurt or upset. We do not interfere with or harm others.
2. We make sure we play our games safely and use equipment properly.
3. We look after our gardens, school property and equipment. We always place rubbish in the bins.
4. We play only in the right areas and don't go out of bounds. We don't play or run in the breezeway or near the toilets.

PLAYGROUND MISDEMEANOUR	AGREEMENT/S BROKEN	LOGICAL CONSEQUENCE
Deliberate interference with others Including but not limited to: • Disrupting another student's game • Deliberate, rough play including tackling or wrestling	WE RESPECT OTHERS ➢ We are polite. We are friendly, honest and caring. ➢ We are accepting and inclusive. ➢ We have self-control.	**Restate agreements** – refer to agreement chart in yard duty folder or on display **Time out in yard – agreed behaviour seats.**

• Throwing sand at another student • Following another student in an unwelcomed manner • Excluding another student from a game	➢ We listen to others and use words that show respect. ➢ We follow rules and accept outcomes for our behaviour. WE ARE SAFE ➢ We make safe choices. ➢ We listen and follow instructions. ➢ We are cyber safe. ➢ We walk within the classroom. ➢ We use equipment appropriately. WE ARE SUPPORTIVE ➢ We are understanding and encourage others to do their best. ➢ We give feedback and positive reinforcement. ➢ We listen, collaborate and work well in teams. ➢ We aim to build positive relationships. ➢ We are sympathetic to the needs of others.	**NB: Refer below:** Exclusion from Playground in Time Out Room as a consequence for the following: • Swearing at another student • Hitting • Punching • Kicking or • Pushing another student in an aggressive manner.
Taking a hat off another child's head	WE RESPECT OTHERS ➢ We are polite. We are friendly, honest and caring. ➢ We are accepting and inclusive. ➢ We have self-control. ➢ We follow rules and accept outcomes for our behaviour. WE ARE SAFE ➢ We are sun smart. WE ARE SUPPORTIVE ➢ We aim to build positive relationships. ➢ We are sympathetic to the needs of others.	**Restate agreements** – refer to agreement chart in yard duty folder or on display **Verbal warning**
Not wearing a hat	WE RESPECT OTHERS ➢ We follow rules and accept outcomes for our behaviour. WE ARE SAFE ➢ We are sun smart. ➢ We make safe choices. ➢ We listen and follow instructions.	**Restate agreements** – refer to agreement chart in yard duty folder or on display **Warning given- asked to sit under the gym.** **Time out if done again.**
Using sports equipment the wrong way	WE RESPECT OTHERS ➢ We have self-control. ➢ We follow rules and accept outcomes for our behaviour. WE ARE SAFE ➢ We make safe choices. ➢ We listen and follow instructions. ➢ We use equipment appropriately.	**Restate agreements** – refer to agreement chart in yard duty folder or on display **Equipment removed** from the child

Rough play	WE RESPECT OTHERS ➢ We are polite. We are friendly, honest and caring. ➢ We are accepting and inclusive. ➢ We have self-control. ➢ We listen to others and use words that show respect. ➢ We follow rules and accept outcomes for our behaviour. WE ARE SAFE ➢ We make safe choices. ➢ We listen and follow instructions. ➢ We use equipment appropriately.	**Restate agreements** – refer to agreement chart in yard duty folder or on display **Time out in yard – agreed behaviour seats.**
Playing with sticks and toy guns/weapons	WE RESPECT OTHERS ➢ We are polite. We are friendly, honest and caring. ➢ We have self-control. ➢ We listen to others and use words that show respect. ➢ We follow rules and accept outcomes for our behaviour. WE ARE SAFE ➢ We make safe choices. ➢ We listen and follow instructions. WE ARE SUPPORTIVE ➢ We are sympathetic to the needs of others.	**Restate agreements** – refer to agreement chart in yard duty folder or on display **Toys / sticks removed**
Pushing in queue at canteen	WE RESPECT OTHERS ➢ We are polite. We are friendly, honest and caring. ➢ We are accepting and inclusive. ➢ We have self-control. ➢ We listen to others and use words that show respect. ➢ We follow rules and accept outcomes for our behaviour. WE ARE SAFE ➢ We make safe choices. ➢ We listen and follow instructions. WE ARE SUPPORTIVE ➢ We aim to build positive relationships. ➢ We are sympathetic to the needs of others.	**Restate agreements** – refer to agreement chart in yard duty folder or on display **Go to the end of the line**
Entering school building without permission	WE RESPECT OTHERS ➢ We have self-control. ➢ We follow rules and accept outcomes for our behaviour. WE ARE SAFE ➢ We make safe choices. ➢ We listen and follow instructions.	**Rule restated** clearly and **warning** of follow up consequences (after school detention if before school, agreed behaviours seat if during recess)

Swearing or offensive name calling	WE RESPECT OTHERS ➢ We are polite. We are friendly, honest and caring. ➢ We are accepting and inclusive. ➢ We have self-control. ➢ We listen to others and use words that show respect. ➢ We follow rules and accept outcomes for our behaviour.	**Restate agreements** – refer to agreement chart in yard duty folder or on display **Exclusion from Playground** – half of recess **if swearing or name calling is repeated and deliberate**
Spitting in the yard	WE RESPECT OTHERS ➢ We are polite. ➢ We have self-control. ➢ We follow rules and accept outcomes for our behaviour.	**Restate agreements** – refer to agreement chart in yard duty folder or on display **Clean the area**
Spitting at/on others	WE RESPECT OTHERS ➢ We are polite. We are friendly, honest and caring. ➢ We are accepting and inclusive. ➢ We have self-control. ➢ We listen to others and use words that show respect. ➢ We follow rules and accept outcomes for our behaviour. WE ARE SUPPORTIVE ➢ We aim to build positive relationships. ➢ We are sympathetic to the needs of others. WE ARE SAFE ➢ We will make safe choices	**Restate agreements** – refer to agreement chart in yard duty folder or on display We will be spoken to about personal hygiene. **Exclusion from Playground**– half of recess
Playing in the wrong area, including toilets	WE RESPECT OTHERS ➢ We have self-control. ➢ We follow rules and accept outcomes for our behaviour. WE ARE SAFE ➢ We make safe choices. ➢ We listen and follow instructions.	**Restate agreements** – refer to agreement chart in yard duty folder or on display **Child asked to leave area** – redirect to playground
Disrespecting property (including neighbours and surrounding areas)	WE RESPECT OTHERS ➢ We have self-control. ➢ We follow rules and accept outcomes for our behaviour. WE ARE SAFE ➢ We make safe choices. ➢ We listen and follow instructions. ➢ We use equipment appropriately.	**Restate agreements** – refer to agreement chart in yard duty folder or on display **Child asked to leave area** – redirect to playground. **Time out in yard – agreed behaviour seats.**
Using sports equipment in a dangerous way	WE RESPECT OTHERS ➢ We have self-control. ➢ We follow rules and accept outcomes for our behaviour. WE ARE SAFE ➢ We make safe choices. ➢ We listen and follow instructions.	**Restate agreements** – refer to agreement chart in yard duty folder or on display **Time out in yard – agreed behaviour seats.**

	➢ We use equipment appropriately.	
Climbing trees	WE RESPECT OTHERS ➢ We have self-control. ➢ We follow rules and accept outcomes for our behaviour. WE ARE SAFE ➢ We make safe choices. ➢ We listen and follow instructions. ➢ We use equipment appropriately.	**Restate agreements** – refer to agreement chart in yard duty folder or on display Asked to get down & time out in yard **- agreed behaviour seats.**
Playing out of bounds	WE RESPECT OTHERS ➢ We have self-control. ➢ We follow rules and accept outcomes for our behaviour. WE ARE SAFE ➢ We make safe choices. ➢ We listen and follow instructions. ➢ We use equipment appropriately.	**Restate agreements** – refer to agreement chart in yard duty folder or on display Child asked to leave area & time out in yard - **agreed behaviour seats for being out of bounds**
Running in the breezeway	WE RESPECT OTHERS ➢ We have self-control. ➢ We follow rules and accept outcomes for our behaviour. WE ARE SAFE ➢ We make safe choices. ➢ We listen and follow instructions. ➢ We use equipment appropriately.	**Restate agreements** – refer to agreement chart in yard duty folder or on display **Verbal warning**
Failure to walk bicycle/scooter in school yard or riding bicycle/scooter without a helmet	WE RESPECT OTHERS ➢ We have self-control. ➢ We follow rules and accept outcomes for our behaviour. WE ARE SAFE ➢ We make safe choices. ➢ We listen and follow instructions. ➢ We use equipment appropriately.	**Restate agreements** – refer to agreement chart in yard duty folder or on display **Parents notified** and student not allowed to bring bicycle/scooter to school on the following day

Exclusion from Playground – Time Out Room *(formerly 'severe clause')*

Swearing at another student **Hitting, punching, kicking or pushing another student in an aggressive manner**	WE RESPECT OTHERS ➢ We are polite. We are friendly, honest and caring. ➢ We are accepting and inclusive. ➢ We have self-control. ➢ We listen to others and use words that show respect. ➢ We follow rules and accept outcomes for our behaviour. ➢ We are grateful.	**Restate agreements** – refer to agreement chart in yard duty folder or on display **Exclusion from Playground in Time Out Room** – half of recess
Student refuses to go on the red dot or follow a teacher's instructions **Rudeness towards staff member**	WE RESPECT OTHERS ➢ We are polite.	**Restate agreements** – refer to agreement chart in yard duty folder or on display

	We are friendly, honest and caring. ➢ We are accepting and inclusive. ➢ We have self-control. ➢ We listen to others and use words that show respect. ➢ We follow rules and accept outcomes for our behaviour. ➢ We are grateful.	**Exclusion from Playground in Time Out Room** – half of recess
Exclusion from Playground – Time Out Room *(formerly 'severe clause')*		
Time Out Room Procedure: * When a student is given a Time Out for inappropriate behaviour in the playground, the yard duty teacher will issue the student with a card stating the student's name, grade and a description of the incident. * The child will go immediately to the Time Out room, where a rostered teacher will be on duty. * Once inside the Time Out room the rostered teacher will record the details in the Time Out book. * Discuss the agreed behaviours with the student- what have they done wrong? What should they have been doing? * A note explaining the incident will be posted home to parents/carers. * The Time Out Room is located in the community space, adjacent to the library. Supervised exclusion from the playground is for a period of half of the recess session – 22 minutes at lunch time/15 minutes at morning recess. The student must complete more than half of the allocated time or the remainder of the time will be carried over to the next session. * If the student refuses to comply with Time Out i.e. refuses to come inside and/or is disruptive despite reasonable requests during Time Out, another Time Out will be issued and parents will be informed. * Two or more Time Out sessions in one week: Notify the Principal/Assistant Principal who will contact parents to discuss.		

Commented [1]: ? break times

Suspension from School

If a deliberate act was considered seriously inappropriate the principal will use her/his discretion to suspend immediately. A meeting with parents/carers would be arranged.

Immediate Suspension: Immediate suspension can be given for any of the following clauses/or when previous intervention has been provided but students still don't follow given instructions.

1.	Threatening or endangering the health, safety or wellbeing of others.
2.	Committing an act of significant violence against a person or property or being knowingly involved in the theft of property.
3.	Swearing at a staff member.
4.	Failing to comply with a reasonable and clearly communicated instruction of a principal, teacher or other staff member.
5.	Consistently behaving in a manner that interferes with the wellbeing, safety or educational opportunities of any other student.
6.	Consistently engaging in behaviour that vilifies, defames, degrades or humiliates another person.
7.	Possessing, using or assisting another person to use prohibited drugs or substances.

NB: If consequences have been issued for previous misbehaviour and the behaviour continues or worsens, a case by case suspension is considered as an ultimate consequence.

Sample Classroom Behaviour Management Plan (Foundation)

Dear Parents/Caregivers,

Your child deserves the best possible educational climate for his or her growth and together we can make a difference in this process. To this end, the children and I have developed a classroom behaviour management plan that provides guidance for every student to make good, responsible decisions about his or her behaviour and thus an opportunity to learn in a positive, safe and happy classroom environment. Your child is also involved in the specialist programs of Science, Learning Technologies, Visual Arts and Physical Education. During these sessions teachers will also develop a similar discipline plan with some rights and responsibilities specific to each specialist area. This plan outlines our classroom rights and responsibilities.

CLASSROOM RESPONSIBILITIES:
As a class, the children made a list of some of the responsible behaviours that ensure that everyone's rights can be observed and each child has agreed to demonstrate these within the classroom. The children understand that our list does not include *all* of the responsible behaviours, as the list is infinite.
The following are the responsibilities that the children decided were the most important:

- Sit with our legs crossed and hands in our laps.
- Help others if they are hurt, upset or having trouble with set work.
- Look after our belongings and pack them away when finished.
- Listen carefully to the teacher and others
- Be nice to others and always use our manners.
- Wait your turn to talk – don't talk over others.
- Ask the teacher when you need to leave the room.
- Use our quiet voices when inside and walk in the classroom.

The full list of responsibilities discussed by the children is displayed in our classroom for us all to see.

To encourage students to be responsible and allow all students their rights, we positively recognise appropriate behaviour. However if a student chooses not to fulfil his/her classroom responsibilities and therefore acts in a manner which interferes with the classroom rights of others then the following consequences will occur:-

CONSEQUENCES:
First Time: A verbal warning and reminding students of our Rights and Responsibilities.

Second Time: A second verbal warning and student asked to think about their behaviour.
Third Time: Student moved away from group and asked to spend 5 minutes calming down and refocusing their attention.
Fourth Time: Removal from class and taken to another grade to reflect on behaviour
Fifth Time: Lunchtime or Afterschool Detention.
SEVERE CLAUSE: Red Card sent to office. Child removed from the classroom and an afterschool detention will be given. Parents will be notified and a meeting arranged.

POSITIVE CONSEQUENCES WHEN STUDENTS FOLLOW THE CLASS RIGHTS & RESPONSIBILITIES:

- Stickers
- Praise
- Awards and certificates
- Reward charts
- 'Free Time' for a few minutes
- Prizes

Please ask your child to review this classroom plan with you and then sign and return the form below as soon as possible. Please don't hesitate to contact me if you have any questions regarding this plan.
Thank you for your cooperation.

Classroom Teacher ---------- Principal/Assistant Principal

Melton Primary School No. 430

Child's Name: _____ **Grade:** _____

We have read and discussed the classroom management plan, including rights, responsibilities and consequences, with our child and support its implementation.

Signed: _____ _____
Parent/Guardian **Date**

Policy review and approval

Policy last reviewed	19th March 2025
Approved by	Principal and School Council
Next scheduled review date	March 2028