



Morphett Vale Primary School

Lawrence Street, Morphett Vale SA 5162

Phone: 8186 5064

Morphett Vale Primary School – Behaviour Support Policy (2024)

Positive Behaviour for Learning (PBL) Framework

Our school's approach to behaviour is guided by Positive Behaviour for Learning (PBL) and focuses on the values of being Respectful, Resilient, Empathetic, and Resourceful. We aim to create a safe, supportive learning environment that empowers students to make positive choices.

Values and Behaviour Expectations

- **Respectful:** Treat others with kindness, fairness, and consideration.
- **Resilient:** Demonstrate adaptability and perseverance in overcoming challenges.
- **Empathetic:** Show understanding and compassion toward others.
- **Resourceful:** Use initiative and problem-solving skills to address challenges.

Purpose of the Behaviour Support Policy

This policy provides clear expectations and responses for behaviour, ensuring a safe and positive learning environment for all students, staff, and the school community. It aligns with the Department for Education's Behaviour Support Policy.

Understanding and Categorising Behaviour

Behaviours are categorised along a continuum, from expected positive behaviours to those requiring intervention. The Expected, Minor, and Major Behaviour Matrix outlines behaviours and responses based on their impact on safety and learning.

Expected Behaviour

Reflects the school's values and contributes to a positive environment:

- Using respectful language and cooperating with staff and peers.
- Engaging in learning actively and responsibly.
- Remaining within designated boundaries and locations on school grounds.

Minor Behaviours

Manageable within the classroom setting, these behaviours may include:

- Inappropriate language such as slang or minor disruptions.
- Defiance or non-compliance without aggression.
- Off-task behaviour or minor interruptions to the learning environment.
- Leaving the learning area briefly but remaining on school grounds.

Major Behaviours

More serious, often repeated behaviours that impact safety and learning. Examples include:

- Directed swearing or derogatory language toward others.
- Physical aggression or actions endangering others.
- Leaving the school grounds (absconding), creating a safety risk.
- Significant non-compliance or defiance, creating a hostile environment.

Behaviour Support Actions Based on PBL Values

Promote Positive Behaviour

We promote and model behaviours that reflect our values, creating a supportive and inclusive school culture.

Our Actions:

- Establish and reinforce positive behaviour expectations with all students, staff, and the school community.
- Consistently model and encourage Respectful, Resilient, Empathetic, and Resourceful behaviours.
- Use positive reinforcement to acknowledge and celebrate expected behaviour.

Teach Positive Behaviour

Explicitly teaching positive behaviours helps students understand and adopt the values and skills they need to succeed.

Our Actions:

- Implement social-emotional learning to build skills such as self-awareness, self-management, and responsible decision-making.
- Teach self-regulation techniques and provide students with tools to manage emotions and

behaviours.

Intervene and Support

We intervene to address concerning behaviours while focusing on inclusion and minimal exclusion.

Our Actions:

- Use co-regulation strategies to support students in managing emotions and behaviours before escalation.
- Provide supervised withdrawal spaces for students to regain composure before rejoining the class.
- Work closely with students and families to identify underlying causes and implement Behaviour Support Plans.

Repairing and Restoring Relationships

Restorative practices are central to repairing relationships after incidents, helping students understand the impact of their actions and build empathy.

Our Actions:

- Facilitate opportunities for students to apologise and repair harm caused by their actions.
- Use restorative approaches like the Method of Shared Concern to resolve conflicts constructively.

Creating Safety and Wellbeing

We prioritise safety and wellbeing by implementing strategies that reduce harm and promote trust.

Our Actions:

- Provide risk-reduction strategies after incidents to prevent future harm.
- Engage department resources, such as the Social Work Incident Support Service, when additional support is needed.

Expected, Minor, and Major Behaviour Matrix

Behaviour Type	Expected Behaviour	Minor Behaviour	Major Behaviour
Inappropriate Language	Uses respectful language at all times	Slang or derogatory terms without direct harm	Directed swearing, hate speech, or discriminatory language
Defiance/Non-Compliance	Follows instructions promptly	Passive refusal or verbal disagreement	Hostile defiance, repeatedly leaves class, refusal to follow instructions
Disruption of Learning	Engages quietly in tasks	Off-task, minor distractions	Frequent interruptions that halt instruction, impacting others' learning
Harassment/Teasing	Treats others with kindness and respect	Non-aggressive teasing or insensitive comments	Targeted bullying, repeated taunts causing emotional harm
Lying or Theft	Respects others' property and rights	Minor dishonesty, borrowing without permission	Significant lying or repeated theft impacting others
Property Damage	Treats property with respect	Minor misuse or accidental damage	Vandalism or significant destruction of school property
Physical Aggression	Resolves conflicts verbally	Minor shoving, threatening gestures	Intentional violence or use of objects to harm others
Digital Misuse	Uses technology responsibly	Non-educational use, quickly corrected	Cyberbullying, hacking, or misuse of digital devices to harm others
Absconding	Remains in designated areas and follows boundaries	Leaves class without permission but remains on school grounds	Leaves school grounds or safe areas, placing safety at risk

Additional Major Behaviour Response if Student Safety is at Risk

If a student's safety is put at risk, such as in cases of absconding or severe physical aggression, additional steps will be taken by school leadership to ensure the safety and wellbeing of the student, staff, and community.

Leadership Response Actions:

- **Immediate Safety Measures:** Contact parents or caregivers immediately to inform them of the incident.
- **Contact Emergency Services:** If the student's safety is at immediate risk, contact emergency services (e.g., SAPOL) for support in locating and ensuring the child's safety.
- **Engage Department Resources:** Activate Department for Education resources (e.g., Social Work Incident Support Service) to provide further assistance and ensure follow-up.
- **Develop a Risk Management Plan:** Establish or update a Safety and Risk Management Plan for the

student, including strategies to prevent future incidents and ensure a safe environment.

- Conduct a Re-entry Meeting: Facilitate a meeting with the student, family, and relevant support staff to discuss safety protocols and expectations upon the student's return to school.

Responsibilities

Students

- Show respect, kindness, and inclusion in all actions, both verbal and non-verbal.
- Seek help from trusted adults if they or others are experiencing or witnessing concerning behaviours.
- Encourage peers to make safe choices and support friends in accessing help if needed.

Parents and Carers

- Report any concerning or unsafe behaviour they are aware of to school staff.
- Collaborate with school staff to address and resolve behaviour concerns.
- Model and promote safe, respectful behaviour within the school community.
- Support their child's participation during behaviour support processes to ensure continuity of learning.

Review of Behaviour Support Policy

This policy will be reviewed by May 2026 to ensure it aligns with the needs and priorities of Morphett Vale Primary School's students, staff, and families.

Contact Information

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This policy reflects Morphett Vale Primary School's commitment to fostering a safe, inclusive, and positive learning environment, supporting students to be Respectful, Resilient, Empathetic, and Resourceful.