

North Woodvale Primary School - Student Behaviour Management Process 2026

Teacher Response

Step 1 Where most intervention occurs

Low Key Skills (CMS)

- Re-direct
- Reteach
- Provide choice

If behaviour continues

Step 2 Provide choice

- Provide specific feedback linked to NWPS behaviour expectations

If behaviour continues

Step 3

Repeated reminder- in class isolation

- Provide specific feedback linked to behaviour matrix
- One to one restorative conversation

If behaviour continues

Step 4 Intervention

- Student to complete behaviour reflection sheet
- Partner Room
- Enter in Kaartdijin (Compass)
- Parent notification
- One to one restorative conversation based on completion of reflection sheet

If behaviour continues

Step 5:

School Based Consequence

Consequences may include;

- Loss of recess or lunch (walk and talk with duty teacher)
- Working in the Admin area

Response to **ALL** student behaviour is calm, consistent, timely and respectful.

Observe Student Behaviour

Is it Minor or Major behaviour?

Minor

Equity:

- Calling out
- Answering back
- Disturbing others
- Not following instructions
- Inappropriate comments

Excellence:

- No hat
- Disorganised
- Work avoidance
- Moving around the classroom without permission
- Running on verandas

Care:

- Minor physical contact
- Mean on Purpose
- Rough play
- Excluding others
- Littering

Learning:

- Dishonesty
- Punctuality
- Disturbing others' learning
- Littering
- Playing at school before classes commence

Repeated minor behaviour will become major

Major

Equity:

- Physical/verbal threats to staff/students
- Throwing objects
- Spitting
- Bullying

Excellence:

- Swearing
- Racial comments
- Sexualised behaviours/gestures

Care:

- Verbal abuse of staff
- Verbal abuse of students
- Physical abuse of staff
- Physical abuse of students

Learning:

- Leaving school grounds
- Vandalism
- Weapons
- Leaving the classroom without permission
- Noncompliance
- Breach of 'Online User Agreement'

Teacher Response (In the classroom)

- Student given time to cool down
- Re-state expected behaviour from matrix
- Admin member assumes teaching responsibility
- Teacher supports student de-escalation
- Parent contacted

Teacher Response (On Duty)

- Student given time to cool down
- Re-state expected behaviour from matrix
- Teacher supports student de-escalation
- If more than a few minutes, refer to Admin
- Parent contacted (Admin)

Administrator Response (Outside the classroom)

- One to one restorative conversation
- Determine resolution and consequence
- Enter in Kaartdijin (Compass)
- Administrator follows through on consequence eg: assist teacher to implement informal contract
- Administrator informs parent/guardian and teacher

Third Office Referral

- Parent interview
- Consideration of Behaviour Support Plan
- Loss of Good Standing

Some students will have individualised plans that may result in a different, negotiated process.

Severe Clause: Any student who engages in behaviour that poses a perceived threat to their own, or another person's safety, is at risk of damaging property, uses offensive language or demonstrates continual/ongoing noncompliance may be fast tracked through the process.