Understanding Our Major Behaviour Response

A guide for our school families and community

This guide is a companion to our Behaviour Management Flowchart

Our Approach

At Concongella Primary School, our approach to behaviour is built on the belief that every child can learn and demonstrate positive behaviour, and that our role as a school is to teach, guide and support that growth, not simply to respond to problems as they arise. Our Behaviour Management Flowchart sets out the steps we follow whenever a behaviour concern is observed, for both Minor and Major behaviours.

This guide focuses specifically on how we respond to Major behaviours. It is designed to help families understand what happens, why, and what to expect if your child is involved in a Major behaviour incident, whether as the student involved, or as another student affected by it.

This is a local agreement that sits within, and is guided by, the Department of Education's policies on student engagement, inclusion, wellbeing and behaviour support. It should be read together with the school's Student Wellbeing and Engagement Policy, Student Code of Conduct, and Behaviour Support flowchart.

Minor and Major Behaviours

Not every behaviour concern is treated the same way. Our flowchart distinguishes between Minor behaviours, which are managed by classroom teachers through a series of reminders, re-teaching and restorative conversations, and Major behaviours, which involve the principal and follow the process explained in this guide.

Our Major Problem Behaviours are:

- Abusive Language / Inappropriate Language
- Defiance / Disrespect / Non-Compliance / Disruption
- Physical Aggression / Fighting
- Absconding
- Property Damage / Violation
- Forgery / Theft
- Harassment / Bullying

A behaviour is generally treated as Major where it involves a safety risk, a significant impact on another person, or where a Minor behaviour has continued despite earlier reminders and support.

Why We Look at the Reason Behind Behaviour

Behaviour is a form of communication. Before deciding how to respond, our staff try to understand what a student was trying to achieve or avoid, because this shapes the support that will actually help, not just in that moment, but going forward. We generally consider whether a student was:

- Trying to get out of or avoid something: a task, a place, or a demand that felt too hard, too overwhelming, or unwanted;
- Seeking attention or connection: from an adult or from peers;
- Trying to access or hold onto something: an item, a device, or an activity; or
- Responding to a sensory need: feeling overstimulated, under stimulated, or dysregulated.

Understanding the reason behind a behaviour does not excuse it or remove the need for a response, it simply helps us choose a response that teaches your child a better way to meet that same need next time.

Our Major Behaviour Process

When a Major behaviour occurs, our staff follow the steps below, matching the MAJOR pathway on our Behaviour Management Flowchart.

Step 1 — Ensuring Safety

Intervention 1	**Call the Principal. Ensure the safety of all students.**

The first priority is always safety. The principal is called, and staff act to ensure every student involved, and every student nearby, is safe before anything else happens.

Step 2 — Teacher/Principal Determine the Appropriate Action

Intervention 2	**Teacher/Principal determine appropriate action.**

Once everyone is safe, the classroom Teacher and/or Principal decide on the appropriate response. This decision is not one-size-fits-all, it is based on two things:

1. **How serious the incident was including any injury, distress caused, or risk to safety; and**
2. **Whether it appeared to be accidental, a reaction in the heat of the moment, or planned and deliberate.**

A more serious incident, or one where a student deliberately intended to cause harm, will lead to a more significant response than an incident that was accidental or a one-off reaction while a student was upset or overwhelmed. The likely reason behind the behaviour (see previous section) is also considered, as this shapes the support that follows.

Depending on these factors, the appropriate action may include one or more of the following:

- A restorative conversation with the student once they are calm, to talk through what happened and how to repair it;
- A period of supervised time away or a cool-down space to help the student regulate;
- A natural consequence, such as restricted access to an item or activity connected to the incident;
- A phone call home to let you know what happened and what action was taken will always occur when a student has presented with a major behaviour;
- Exit from the classroom or yard to a different, supervised space within the school for the rest of that session or day, with a re-entry meeting organised for that same afternoon, or the following morning before your child returns to class;

- You being contacted and asked to collect your child, so they do not return to class or yard for the remainder of that day;
- A formal written record of the incident; and
- Referral to our Wellbeing team, or to a Student Support Group, where additional or ongoing support is needed.

Please Note: Physical Aggression / Fighting

Where a Major behaviour incident involves physical aggression or fighting, the student identified as the instigator of the incident will be collected by their parent/carer, regardless of how minor the injury may be.

This is a firm expectation at our school, reflecting how seriously we take the safety of every student. Where it isn't immediately clear who instigated an incident, the principal will make this determination based on witness accounts and staff observation, and this may be reviewed once all information is available.

Step 3 — Conference with Teacher, Student and Principal

Intervention 3	Conference with Teacher/Student/Principal.

Every child that has presented with a major behaviour will take part in a conference with the classroom Teacher and the Principal. This is a calm, supportive conversation, not a repeat of the consequence.

Step 4 — The Re-entry Meeting

For ALL Major behaviour incidents, a re-entry meeting is arranged before your child returns to the classroom or yard. This is how it works:

1. The principal will contact you to arrange a time for the meeting.
2. Your child will not return to their learning environment until this meeting has taken place.
3. In the event of a delay in the re-entry meeting, your child is expected to attend school however will engage in their learning in another learning environment until the re-entry meeting has taken place
4. The meeting includes the staff member who dealt with the incident, the classroom Teacher, the Principal, your child, and you.
5. Together, you'll agree on behaviour expectations and self-regulation strategies to support your child going forward.
6. A record of the meeting is kept in the school's Consultation Register.

If Major Behaviour Continues

If a student's Major behaviour is ongoing, we will ask you to seek additional support from allied health professionals, so your child has the right support around them both at school and at home.

Where Major behaviour is repeated and ongoing despite this support, disciplinary action will follow, always in line with Department of Education requirements, and always with clear communication to you about the process and your rights within it.

Working Together

We know it isn't easy to receive a call about your child's behaviour, and we appreciate the trust you place in us to handle these moments fairly and with your child's wellbeing at heart. You can help by:

- Making yourself available where possible for a same day or next morning re-entry meeting;
- Talking with your child at home about the agreed expectations and strategies from the meeting;
- Letting us know about anything happening at home or elsewhere that might be affecting your child's behaviour at school; and
- Reaching out to your child's Teacher or the Principal at any time with questions or concerns.

If you have questions about a decision made under this process, or would like to discuss it further, please contact the school office to arrange a time to talk with the principal.

How This Aligns with Department of Education Policy

This process is our school's local agreement for responding to behaviour, and it has been developed to operate within the Department of Education's policies on student engagement, inclusion, wellbeing and behaviour support, including the principles of procedural fairness and restorative practice that guide how Victorian government schools respond to student behaviour. Where a matter progresses to formal disciplinary action such as suspension, this will always follow the Department's requirements, and you will be given clear information about the process and your rights as a parent/carer at that time.

Our Behaviour Management Flowchart

This guide is designed to be read alongside the flowchart below, which sets out both the Minor and Major behaviour pathways in full.

