













REMINDERS: ● Behaviour is driven by thoughts, feelings & experiences ● All behaviours of all students are the responsibility of every teacher in the school ● Staff will use their professional judgement when determining the appropriate response to unacceptable behaviours shown at school. If unsure, staff will speak to supervisors to assist.

BEHAVIOUR MANAGEMENT CONTINUUM					
 <p>CALM/BASELINE LEVEL point-in-time managed</p> <p><i>Examples of calm, baseline behaviours</i></p> <ul style="list-style-type: none"> Compliance Positive interactions Work Completeness Engagement Rule Following Playing with friends Social normalisation <p><i>If you're not 'capturing' and recognising POSITIVE BEHAVIOUR often, then you will never see a change in the behaviours you want to see.</i></p>	 <p>LOW LEVEL point-in-time managed</p> <p><i>Examples of low-level behaviours</i></p> <ul style="list-style-type: none"> Out of Bounds Task Avoidance Disruption Inappropriate Language Swearing No Hat & No Shoes Property Misuse inc. Tech Rough Play 	 <p>MID LEVEL point-in-time managed with Reflection Time</p> <p>When there is repeated low-level behaviours</p> <p>OR</p> <p>A correction in behaviour HAS NOT happened after a Low-Level restorative conversation.</p>	 <p>HIGH LEVEL point-in-time managed & record in Sentral</p> <p><i>If a student or incident is posing an ongoing, unacceptable risk to others OR</i></p> <ul style="list-style-type: none"> Physical Aggression /Aggressive Play Targeted Teasing inc. name-calling Targeted Bullying (one-off) Defiance – repeated Disrespect - repeated Intimidation - repeated Absconding – within sight 	 <p>EXTREME LEVEL referral to school Executive & record in Sentral</p> <p><i>If a student refuses to engage in Restorative Conversations from a HIGH-LEVEL behaviour OR</i></p> <ul style="list-style-type: none"> Physical Harm inc. fighting. Sexualised Behaviours Absconding – out of sight Vandalism – inc. destruction. Theft Ongoing harassment Refusal to go to Buddy Class Persistent Bullying 	 <p>CRISIS MANAGEMENT immediate escalation to Principal or delegate.</p> <ul style="list-style-type: none"> Stranger on site All-in Brawl Neighbourhood Issue Severe Injury Community Concern Parent/Carer Crisis <hr/> <ul style="list-style-type: none"> Unconscious Fallen Tree or Branches

RESTORATIVE FRAMEWORK					
<p>AFFECTIVE STATEMENT + FAST & FREQUENTS</p> <p>PAX Kernels Everywhere, any time!</p> <p>RESTORATIVE CIRCLES <i>Preventative, positive interactions</i></p> <p>AFFECTIVE STATEMENT EXAMPLES</p> <p>“I love the way you are ...” “I can see you ...” “Thank you for being ...” “It makes me so happy to see ...”</p>	<p>PAST-PRESENT-FUTURE</p> <p>Time Limit  maximum, then RESET</p> <p>PAST I'm disappointed to hear/see that ..</p> <p>PRESENT How are we right now?</p> <p>FUTURE What are you going to do to put things right? Are we clear on the consequences if we can't turn this around?</p>	<p>PAST- PRESENT (REFLECT)- FUTURE</p> <p>Time Limit  maximum, then MONITOR</p> <p>PAST “I'm disappointed to see you weren't' able to turn it around ...”</p> <p>PRESENT (REFLECT) I need you to think about your actions. <i>Quiet space for reflection - 3 minutes.</i> OR <i>Buddy class – 5 minutes</i></p> <p>FUTURE Tell me how you are going to make things right?</p>	<p>THE FOUR E'S</p> <p>ENQUIRE Tell me what happened. Why?</p> <p>ENGAGE Did we hear your side of the story? Were you asked for it?</p> <p>EXPLAIN Are you clear on what went wrong, how it affected people and what we're doing about that together?</p> <p>EXPECTATION Are you super clear on whether there are consequences coming for failing to live up to the standards we've set?</p> <p>THEN ... Record on Sentral – decision about Planning Room and notification to parents via Sentral. <i>Student leaders meet with Stage 3 supervisor to discuss potential consequences of continued poor behaviour.</i></p> <p>Risk assessments for children with repeated intervention may be needed for excursions..</p>	<p>EXECUTIVE REFERRAL</p> <p>INDOORS</p> <ol style="list-style-type: none"> Call the office and ask for an Exec. Monitor situation. Office will locate an Exec. If one cannot be found, office will seek an SLSO to support with supervision until an Exec is available. Evacuate area if necessary. <p>OUTDOORS</p> <ol style="list-style-type: none"> Ensure students are safe. Evacuate area if necessary. Send Teams message OR red EXEC REQUIRED card to the office. Monitor until support arrives. Record on Sentral. Mark as <i>Completed.</i> <p>THEN ... Record on Sentral & inform Exec who will help make a decision on Exec Referral and phone calls home. <i>Student leaders meet with Stage 3 supervisor and will be suspended from their role until Exec referral has been completed.</i></p>	<p>RESPONSE-ANALYSIS-SAFETY</p> <p>INDOORS</p> <ol style="list-style-type: none"> Call the office and state that assistance is needed for a CRISIS. Monitor & keep others safe. Office seeks Principal or delegate immediately. <p>OUTDOORS</p> <ol style="list-style-type: none"> Send a runner to the office with the CRISIS emergency card. Monitor & keep others safe. Office seeks Principal or delegate immediately. <p>Principal or delegate will initiative a Response Analysis Method to the situation (use Formal Conference).</p> <p>A Hazard/Incident form will be required by the supervising teacher.</p> <p>Seek support through EAPs or union rep if needed.</p>

How can I access support for managing behaviour?	 Approach an Executive	 Learning & Support referral	 Health, Safety and Staff Wellbeing Team	 Seek EAPs support
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Mental Health – Kids Helpline Kids 5-12 Years How Can we Help? Kids Helpline	Behaviour Support Plan Teams > General > Behaviour Support	Risk Management Plan Teams > General > Behaviour Support	Care Continuum Teams > General > Behaviour Support	Personalised Learning & Support Plan Teams > General > Behaviour Support
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