Reviewed:

Term 4, 2023

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

BEHAVIOUR MANAGEMENT CONTINUUM



CALM/BASELINE

point-in-time managed

Examples of calm, baseline behaviours

- Compliance
- Positive interactions
- Work Completeness
- Engagement
- Rule Following
- Playing with friends
- Social normalisation

If you're not 'capturing' and recognising **POSITIVE BEHAVIOUR** often, then you will never see a change in the behaviours you want to see.



LOW LEVEL

point-in-time managed





Task Avoidance

Out of Bounds



Inappropriate Language



Swearing

Disruption



No Hat & No Shoes



Property Misuse inc. Tech



Rough Play



MID LEVEL

point-in-time managed with Reflection Time



When there is repeated low-level behaviours

OR



A correction in behaviour HAS NOT happened after a Low-Level restorative conversation.



HIGH LEVEL

point-in-time managed & record in Sentral

If a student or incident is posing an ongoing, unacceptable risk to others **OR**



Physical Aggression /Aggressive Play

Targeted Teasing



inc. name-calling Targeted Bullying (one-off)

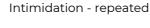


Defiance - repeated



Disrespect - repeated

Absconding – within sight





EXTREME LEVEL

referral to school Executive & record in Sentral

If a student refuses to engage in Restorative Conversations from a HIGH-LEVEL behaviour OR



Physical Harm inc. fighting.



Sexualised Behaviours



Absconding - out of sight

Vandalism - inc. destruction.



Theft



#

Ongoing harassment

Refusal to go to Buddy Class

Persistent Bullying



CRISIS MANAGEMENT

immediate escalation to Principal or delegate.



Stranger on site



All-in Brawl

Severe Injury



Neighbourhood Issue



Community Concern



Parent/Carer Crisis



Unconscious

RESPONSE-ANALYSIS-SAFETY

INDOORS

1. Call the office and state

that assistance is needed

for a CRISIS. Monitor & keep



Fallen Tree or Branches











RESTORATIVE FRAMEWORK











others safe.

AFFECTIVE STATEMENT + FAST & FREQUENTS

PAX Kernels Everywhere, any time!

RESTORATIVE CIRCLES

Preventative, positive interactions **AFFECTIVE STATEMENT**

EXAMPLES "I love the way you are ..." "I can see you ..." "Thank you for being ..." "It makes me so happy to see ..."

PAST-PRESENT-FUTURE

Time Limit



maximum, then **RESET**

PAST

PRESENT

How are we right now?

What are you going to do to put things right? Are we clear on the consequences if we can't turn this around?



I'm disappointed to hear/see that ..

FUTURE

PAST- PRESENT (REFLECT)-**FUTURE**

Time Limit



maximum, then **MONITOR**

PAST

"I'm disappointed to see you weren't' able to turn it around ..."

PRESENT (REFLECT)

I need you to think about your actions. Quiet space for reflection - 3 minutes.

Buddy class – 5 minutes **FUTURE**

Tell me how you are going to make things right?

THE FOUR E'S

ENQUIRE Tell me what happened. Why?

[]

ENGAGE Did we hear your side of the story? Were you asked for it?

how it affected people and what we're doing about that together?



Are you super clear on whether failing to live up to the standards we've set?

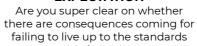
THEN ... Record on Sentral – decision about Planning Room and notification to parents via Sentral.

discuss potential consequences of continued poor behaviour. Risk assessments for children with

Student leaders meet with Stage 3 supervisor to

EXPLAIN Are you clear on what went wrong,

EXPECTATION



repeated intervention may be needed for

excursions.

EXECUTIVE REFERRAL

INDOORS 1. Call the office and ask for an Exec.

Monitor situation.

2. Office will locate an Exec. 3. If one cannot be found, office will seek an SLSO to support with supervision until an Exec is available. Evacuate area if necessary

OUTDOORS

1. Ensure students are safe. Evacuate carea if necessary.

2. Send Teams message OR red EXEC REQUIRED card to the office. 3. Monitor until support arrives. Record on Sentral. Mark as

THEN ... Record on Sentral & inform Exec who will help make a decision on Exec Referral and phone calls home. Student leaders meet with Stage 3 supervisor

and will be suspended from their role until

Exec referral has been completed.

Completed.

2. Office seeks Principal or delegate immediately.



office with the CRISIS emergency card. Monitor & keep others safe. 2. Office seeks Principal or

delegate immediately.

OUTDOORS

1. Send a runner to the

Principal or delegate will initiative a Response Analysis Method to the situation (use Formal Conference).

A Hazard/Incident form will be required by the supervising teacher.

Seek support through EAPs or union

rep if needed.

How can I access support for managing behaviour?



Approach an Executive



Learning & Support referral



Health, Safety and Staff Wellbeing Team



Seek EAPs support

Mental Health - Kids Helpline

Behaviour Support Plan

Risk Management Plan Teams > General > Behaviour Support **Care Continuum**

Personalised Learning & Support Plan

Teams > General > Behaviour Support

Teams > General > Behaviour Support

Kids 5-12 Years | How Can we Help? | Kids Helpline

Teams > General > Behaviour Support