

Behaviour Response Plan

Effective September 2020

Priority Virtues: Excellence, Respect, Empathy

Preventative behavioural strategies;

Social Emotional learning (SEL,) Zones of Regulation (a shared language.) Virtues program, Respectful Relationships program, Mindfulness, Targeted Social skills groups. Developing relationships/connections with students. Modelling/ promoting expected behaviours. Explicit teaching e.g. Whole body listening. Redirection/diversions, break cards, sensory supports (e.g. fidget toys, headphones, cushions, calming spaces) movement breaks. Behaviour chart/board. Carefully planned groups/seating/ transitions. Visual schedules. Differentiated learning tasks. Praise, Reward systems, House Points, Star student badges/table, prize box. Assembly 'Virtues' Awards, Bank books, Raffle tickets, Gold class seating, Friday fun time, Stickers, Principal award. Student voice, Student Council. Communicating issues/reminders between Specialist/classroom teachers/Parents.

Low level challenging Behaviours

Not listening. Calling out. Disengaged - work refusal.

Disruptive. Not sharing.

Inappropriate language/gestures. Non - compliance.

Throwing objects (without harm).

Inappropriate use of computers/lpads.

Name calling, put downs, idle threats, discrimination

Minor kicking/hitting.



safety - frequency - intent

Severe Behaviours

Leaving classroom without permission. Leaving school grounds. Unsafe travel.

Physical assault – kick, punch.

Physical bullying – tripping, pushing, hitting, (repeated)

Bullying – verbal harassment (repeated)

Cyber Bullying – social media, spreading rumours, lying (repeated)

Intentionally damaging property/ throwing furniture/trashing room/ vandalism/theft.

<p>Reinforcement of expected behaviour – Praise students who are demonstrating positive behaviour/Virtues affirmation. State the expected behaviour. E.g I'm looking for someone with their hand up... 'I love the way...' This may also include non-verbal reminders such as hand gestures, (stop /wait /turn around.) a warning look, 'wait-watch-silent' or standing / sitting near the student.</p>		<p>Ensure safety of all students – in a firm but calm voice, using minimal words, Teacher will ask the student to go to (state a designated calming area or the office.) If student refuses, send other students to another area/class in order to reduce audience and maintain safety.</p>
<p>Reminder 1. Verbal reminder. Use student's name and state the rule/ expectation.</p>		<p>Supervision - Teacher remains to supervise student from a safe distance and removes any potential safety hazards. DET policy – Students will <u>not</u> be physically restrained or confined, unless immediately required to protect the safety of student or others.</p>
<p>Reminder 2. Visual reminder – write student's name on whiteboard/clipboard or move name up chart.</p>		<p>Call office immediately (phone/send messenger) for assistance from Leadership team.</p>
<p>Reminder 3. Add mark next to name/ move name up board and/or ask student to move to a new seat/play area or to take a break in designated calming area. Follow up with restorative chat</p>		<p>Re-direct/divert: Divert attention to topics of student interest. Do NOT discuss incident or consequences while student is elevated. Prompts for calming strategies. E.g. drink, deep breaths. draw, walk.</p>
<p>Support required out of classroom: Send student to another class with work for set period. Teacher follow up with restorative chat before re-joining the class.</p>		<p>Move to Principal/Wellbeing Office for Restorative enquiry chat when student is calm. Set reflection activity/logical consequences. Assess risk and discuss with class teacher regarding possible return to class. (Parents will be called before 3.30pm.)</p>
<p>Support required from Leadership – Call/send message to Leadership to take student to office if student continues to be uncooperative/distracting for Restorative enquiry and finish work.</p>		<p>Call Parents/Carers for early exit if necessary: Principal may also consider 'behaviour adjustment' day or internal/external suspension if serious safety risk occurred. Behaviour Support plan devised by Wellbeing teacher if necessary.</p>
<p>Teacher follow up: Classroom/Specialist Teacher discuss logical consequences with Team leader/Leadership. Classroom/Specialist Teacher meets with student for Restorative chat. Behaviour contract devised if necessary. Consider phone call to Parents before 3.30pm.</p>		<p>Re-entry process – If student was sent home/suspended, meet with the student, Parent, Teacher and member of Leadership team before school on day of return for formal restorative conversation. Reflect on incident, impact on others. Logical consequences. Reinforce school virtues and behaviour expectations. Assess school readiness before student returns to class.</p>

Breach of Child Safety code of conduct
Incident, allegations, suspicion, disclosure of abuse

Child Safety incident report completed by Principal Staff to comply with Child abuse – 4 Critical Actions

