

Category 1 Behaviours and Consequences

Behaviours	<ul style="list-style-type: none"> • Calling out • Not following instructions • Not settling to tasks • Non-completion of homework • Physical aggression – pushing, • Verbal abuse – name calling, teasing • Unsafe play – play fighting, running, being out of bounds • Interrupting others • Non-completion of class work • Leaving class without permission • Spoiling others games 	<ul style="list-style-type: none"> • Telling tales • Attention seeking • Answering back • Distracting others from work • Using swear words or inappropriate language • Arguing back • Lying • Destruction of own or other's property • Rudeness • Annoying others • Excessive noise 												
Options for support	<p>Students are required to abide by the student code of conduct with particular attention to the non-negotiable rules.</p> <p>The teacher addresses the behavioural issues using a variety of methods including but not limited to</p> <ul style="list-style-type: none"> ➤ A refocusing statement – “Alex tell me what you know about SSR? ” ➤ A warning statement which sets a limit - “Alex we are all reading, you have the choice you can read silently now or continue to practise reading silently at lunchtime” ➤ Some sort of step back in the class/group or individual reward system. ➤ The teacher should track any significant issues on the ABC behaviour tracking sheet. <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td style="width: 50%;">Room 12</td> <td style="width: 50%;">Room 9 Room 13 Room 11 Room 10</td> </tr> <tr> <td>Room 10</td> <td>Room 14 Room 15 Room 12</td> </tr> <tr> <td>Room 18</td> <td>Room 8 Room 16</td> </tr> <tr> <td>Room 5</td> <td>Room 6 Room 18</td> </tr> <tr> <td>Room 3</td> <td>Room 17 Room 2</td> </tr> <tr> <td>Room2</td> <td>Room 3 Room 5</td> </tr> </table> <ul style="list-style-type: none"> ➤ The Teacher sends the student with a “Think Time” sheet to the buddy class for 10-15 minutes. <p>When the student returns they must make up the work they missed and have a discussion with the teacher making a plan to ensure this situation doesn't happen again.</p> <p>If this occurs more than twice Team leaders need to be made aware of issues with this child.</p> <p>The Teacher needs to notify parents at this stage and have a conversation with them about ways to help address the issues.</p> <ul style="list-style-type: none"> ➤ If it looks like this isn't working further tracking needs to take place to inform level 2. 		Room 12	Room 9 Room 13 Room 11 Room 10	Room 10	Room 14 Room 15 Room 12	Room 18	Room 8 Room 16	Room 5	Room 6 Room 18	Room 3	Room 17 Room 2	Room2	Room 3 Room 5
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On Duty

Student engages in behaviour which disrupts others or begins to cause conflict in the playground.	
Negative	Positive
<p>Use a verbal redirection “Alex what can you tell me about playing in the playground?”</p> <p>If the student can't identify a way to play positively : <u>Direct the student to either a</u> Buddy station, to find their own game Peer mediation to address the developing issue in their game Or scaffold them into finding a more appropriate activity.</p>	<p>Students are praised and encouraged verbally. Students are rewarded with a Caught Being Good Card which they are asked to complete and return to a box in the office.</p> <p>Once a week on Friday a name is drawn from each team and given a prize. If a student gets 20 CGB cards in a term but has not won a prize they will receive a certificate as a reward.</p>



Category 2 Behaviours and Consequences

Behaviours	<ul style="list-style-type: none"> • Behaviours from Category 1 which show a persistent nature, where Category 1 supports have shown no impact. These behaviours may be continuing, developing a pattern or escalating.
Options for support	<p>Teacher may use any of the supports identified in Category 1 in addition to:</p> <ul style="list-style-type: none"> ➤ Withdrawal of privileges ➤ Thinking desk ➤ Withdrawal of lunch time to finish work ➤ Reimbursement for damage caused if applicable ➤ Individual intervention ➤ Record on Class Behaviour Tally ➤ Record in Class ABC's book ➤ Phone call to parent <p>As the data on the student's behaviour begins to build a picture, the teacher, parent, child and team leader need to acknowledge there is an issue or a developing issue which requires intervention. The Teacher needs to discuss implementing a Individual Behaviour Program (IBP) with their Team leader</p> <ul style="list-style-type: none"> • The IBP meeting needs to include the parents, child, and teacher and possibly team leader to set appropriate goals for the student. • This IBP should include regular review dates approx once every two to three weeks to ensure that the IBP is tight and monitored both at school and at home. • The IBP should include positive reinforcement as well as negative consequences. • Close contact and monitoring is essential between school and home.

Withdrawal of privileges – no attending performances, participating in sports events, participating in school trips.

Individual intervention – when students work one on one with a teacher to help to address their individual motivations for their behaviour and give students more strategies for self management.

Thinking desk – the thinking desk is a space in the room where the student is sent when they are not able to behave appropriately. It enables others sitting around the student to be free from their distracting influence, and isolation encourages the student to focus on their task.

Withdrawal of lunchtime – the student must be given time to eat their lunch and ideally a chance to burn off some energy, but their main focus is in the completion of tasks they did not manage to finish during learning time. The **Teacher** is expected to stay with the student at all times.

On Duty

The student continues behaviour of a disruptive and non compliant nature.

The **Duty Teacher** removes the student from the playground making them walk with the duty teacher for 10 mins. During this time they might discuss what has caused the issue in the playground. The **Duty Teacher** needs to contact the **Classroom Teacher** to let them know an incident has occurred.

Monitoring: The Classroom Teacher notes this on their tally tracker or if serious enough – the ABC report

Category 3 Behaviours and Consequences

<p>There are occasions when students' behaviour is of such a nature that a response from this category even in a first offence may be warranted. This would be largely due to a situation that becomes unsafe or dangerous to students/staff at school. In most cases teachers will have collected data on students and had partnership with parents in creating IBPs.</p>		
<p>Behaviour</p>	<ul style="list-style-type: none"> • Intentional rude language, swearing or disrespectful behaviour towards staff/visitors • Reckless and severe damage to school property • Persistent bullying • Dangerous refusal to follow instructions • Leaving school grounds without permission • Severe graffiti 	<ul style="list-style-type: none"> • Physical abuse causing serious injury – biting, punching, kicking, hitting back • Unsafe touching • Persistent verbal abuse • Dangerous Items • Persistent and continued behaviours from Category 2
<p>Options for support</p>	<ul style="list-style-type: none"> ➤ Record on Class Behaviour Tally Chart ➤ Record in on the ABC sheet ➤ Incident Report completed ➤ Phone call to parent ➤ Withdrawal of privileges ➤ Reimbursement for damage caused if applicable ➤ Meet with parents ➤ Daily report ➤ Withdrawal from playground ➤ Individual intervention ➤ Social Skills programme ➤ Agency referral ➤ In school suspension ➤ Withdrawal to another class/teacher ➤ Stand down – if deemed appropriate ➤ Suspension or Exclusion as a last resort 	
<p><u>Withdrawal of privileges</u> – no attending performances, participating in sports events, participating in school trips. <u>Daily report</u> – when students report to their Team leader to closely monitor their behaviour. <u>Individual intervention</u> – when students work one on one with a teacher to help to address their individual motivations for their behaviour and give students more strategies for self-management. <u>In school suspension</u> – complete withdrawal from both the classroom and playground, monitored closely by a member of the Senior Management Team. <u>Agency referral</u> – this may be to the RTLB team, to Whirinaki or to another agency to provide support for the student.</p>		

On Duty

A student engages in behaviour which creates an unsafe learning environment – physical or verbal abuse, property damage or bullying.

The **Duty Teacher** sends for assistance to the **office** and gives an approximate location. (the office asks for a staff member to assist)

Both parties are separated and dealt with. The Duty teacher then writes the incident report, if necessary those dealing with students may write additional incident reports. The matter is then referred to the **Team Leader**.