

## Behaviour Procedure

### CREATING SUCCESS

Are students experiencing success?

- Engaging, relevant content appropriate to level.
- Appropriate teaching and learning strategies.

Is there a positive environment?

- Acknowledgement system.
- Positive to corrective interactions.

Do students understand what is expected? Can they achieve it?

- Positive expectations positively taught (matrix).
- Social and emotional skills explicitly taught.
- Teach, model, acknowledge, correct, practice, practice, practice .

### CONTINUUM OF RESPONSES

- 'Creating Success'.
- Acknowledgements.
- Behaviour scale.
- Move / regroup.
- Remind, remind, warn, act.
- Consequence.
- Time in, proximity.
- Time out in class.
- Calm down break.
- Conference.
- Reflection activity.
- Walk with yard duty teacher
- Time out in another location.
- Parent contact
- Referral to senior staff
- Behaviour Reflection sheet
- Meeting with parents
- Remove from yard
- Behaviour management or support plan
- Internal or external suspension

Preventative

Minor responses

Major responses

### MINOR BEHAVIOURS

#### Example

**Property:** Reversible low level damage of property (eg. Drawing on table/climbing goal posts etc); Use of an item not for its intended purpose, causing harm

**Truancy:** Leaving the classroom without permission; constant lateness returning from breaks.

**Swearing:** Non – targeted or non-confrontational swearing out of frustration.

**Stealing:** Stealing of school /personal items of low value (e.g. pencil, ruler)

**Physical:** Non-serious playful but inappropriate contact.

**Teasing/threat:** Verbal teasing, low level; Verbal challenge to student with intent to harm.

**Defiance:** Not following instructions, talking back.

**Disruption:** Consistently causing interruptions to instruction.

**Disrespect:** Argumentative; Lying or cheating not greatly affecting others; socially rude

### MAJOR BEHAVIOURS

#### Example

**Property:** Deliberate damage of property or graffiti; possession of drugs, weapons, illicit item

**Truancy:** Leaving school grounds without permission.

**Swearing:** Targeted swearing, racist remarks/comments

**Stealing:** Stealing of teacher, student or school item with value.

**Physical:** Aggressive behaviour OR serious contact with intent to harm.

**Teasing/threat:** Serious threat with intent to harm; gang or group threats.

**Defiance:** Failure to follow instructions when a response is being in place.

**Disruption:** Dangerous behaviours; consistent yelling.

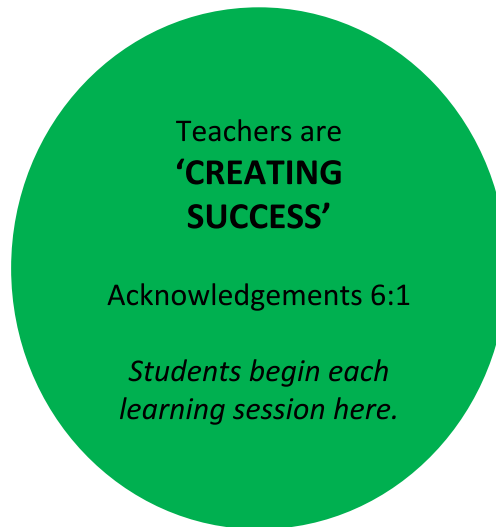
**Disrespect:** Lying or cheating involving others (e.g. accusing someone else of an action).



## Behaviour Procedure

*Consistently*

**Student is making appropriate choices.**



**Student is observed not following school expectation.**

MINOR

Remind, remind, act.

Work through  
**CONTINUUM OF RESPONSES**

Consult senior staff  
and/or contact parents if  
necessary

*Response  
implemented*

**Teacher follow up  
with student  
within one week**

*Escalating*

*Ongoing  
(3 responses  
implemented per week)*

**Ensure safety.**

**Incident report.**

**Senor staff requested  
to assist if required**  
(intervene, support,  
problem solve, determine  
consequence)

**Parents contacted.**

*Problem  
solving*

**Successful  
conference,  
negotiated class  
re-entry, teacher  
feedback.**

MAJOR