



BEHAVIOUR RESPONSE CONTINUUM: **YARD** Final 26th May 2021 revise as required

PRESENT CENTERED GROUNDED

MINOR (MANAGED BY TEACHER)

MAJOR (MANAGED BY LEADERSHIP TEAM)

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| <p>WHOLE SCHOOL POSITIVE RELATIONSHIPS AGREEMENT</p> <p>OUR SCHOOL VALUES: RESPECT RESPONSIBILITY TEAMWORK</p> <p>Students are not following our school values if they:</p> <ul style="list-style-type: none"> • Use inappropriate language • Do not follow instructions after 3 reminders • Use 'put downs' towards other students • Answer back to staff • Lie to staff • Disrupt games • Litter • Spread rumours • Are not wearing their hat/appropriate Sun Smart clothing • Throw things at others • Play in an unsafe/rough manner • Damage equipment | <p>WPS STAFF:</p> <p>PRESENT CENTERED GROUNDED</p> <p>1. Give a calm and immediate response:</p> <ul style="list-style-type: none"> • Co-regulation strategies. • Interoception strategies. • Lower the tone and slow the speed of your voice. • Get your centre and slow your movement and breathing-providing a model for the student to follow unconsciously. • Position yourself at student level and beside them. Avoid standing over or in front of them. • Refer to Focus/Safety Plan. <p>2. Provide clear and descriptive instruction on the actions you are about to take:</p> <ul style="list-style-type: none"> • I am going to stay with you and talk about what just happened. • I am going to leave you right now and return to | <p>CRISIS / INCIDENT FOCUS ON SAFETY</p> <ul style="list-style-type: none"> • Minimise words to only what is necessary • Use gestures, tone and safe proximity <p>CALL FOR LEADERSHIP ASSISTANCE</p> <p>Leadership will support if students are not following our school values:</p> <ul style="list-style-type: none"> • Using aggressive/threatening language • Hitting/kicking/spitting/biting others • Harassing other students/staff • Fighting other students • Intimidating other students/staff • Acting in an inappropriate manner • Spreading rumours • Bullying other students • Vandalism • Destruction of property | <p>1. Leadership will remove the student from the outdoor learning area.</p> <p>2. Student will have calm down time with no interaction.</p> <p>3. Leadership will assist student via:</p> <ul style="list-style-type: none"> • Co-regulation. • Centering • Belly breathing • When centred/calm proceed to following steps. <p>STEP 1: INVESTIGATE</p> <ul style="list-style-type: none"> • Confer with student • Discussion about impact <p>STEP 2: CONSEQUENCE</p> <p>Organise and implement consequences which may include:</p> <ul style="list-style-type: none"> • Making up lost learning time (with teacher) • Restorative conference with affected parties • Hope Plan |
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| <ul style="list-style-type: none"> • Use equipment in an unsafe manner • Spit • Play in an out of bounds area • Run away from staff <p>*Leadership overseeing behaviour keep updated via the whole school behaviour support folder (kept in admin) *Admin staff to enter support slips on EDSAS, file the slip in the whole school behaviour support folder, photocopy for teacher.</p> | <p>my desk until you feel ready to talk about this.</p> <p>3. Employ pre-organised de-escalating interventions.</p> <ul style="list-style-type: none"> • Follow the students RTL (Ready To Learn plan) <p>4. Allow cooling off time <u>before</u> engaging in a restorative conversation:</p> <ul style="list-style-type: none"> • Empathy • Short sentences <p>5. Conference and consequence:</p> <ul style="list-style-type: none"> • Making up for lost learning time (with teacher) • Practice skills needed. • Restorative conversation: Recovery and Repair • Record behaviour on a school behaviour support slip | <ul style="list-style-type: none"> • Stealing • Inappropriate ICT use and Cyber bullying • Bringing weapons to school • Self-harming • Leaving school grounds • Refusing to return to class | <ul style="list-style-type: none"> • Community service • Home contact <p>STEP 3: IF SERIOUS OR REPEATED: Organise and implement consequences which may include:</p> <ul style="list-style-type: none"> • Parent/Carer meeting With student/teacher/ Leadership • Further support initiated • Alternatives reviewed • Take-home • Internal suspension • External suspension • Exclusion <p>STEP 4: REINTEGRATION BACK TO YARD AND SCHOOL: Organise and implement consequences which may include:</p> <ul style="list-style-type: none"> • Discussion with Leadership including School Values and student expectations. • Reconnection Meeting Behaviour Support Plan Hope Plan |
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Care

Persistence

Pride

Respect