



BEHAVIOUR RESPONSE CONTINUUM: **CLASSROOM**

Final 26th May 2021 revise as required

PRESENT CENTERED GROUNDED

MINOR (MANAGED BY TEACHER)

MAJOR (MANAGED BY LEADERSHIP TEAM)

<p>WHOLE SCHOOL POSITIVE RELATIONSHIPS AGREEMENT</p> <p>OUR SCHOOL VALUES: CARE, RESPECT, PERSISTENCE, PRIDE</p> <p>Students are not following our school values if they:</p> <ul style="list-style-type: none"> • Walk off during conversations • Push in line • Use inappropriate language • Are not following instructions • Answer back to staff • Use put downs • Are lying to staff • Misuse property • Talk over other students during lessons / discussions • Are defiant • Throw things • Damage equipment • Distract others • Move unsafely 	<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 in your voice 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. • Refer to classroom rules and expectations <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 	<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 • Stealing • Inappropriate ICT use and Cyber Bullying 	<p>1. Leadership will remove the student from the classroom/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 in conjunction with their teacher
---	---	---	---

- Use minor physical contact
- Are involved in minor bullying
- Refuse to follow instructions
- Avoid work
- Refuse to listen to and follow instructions
- Refuse to participate
- Refuse to complete work

***Admin staff to enter support slips on EDSAS, file the slip in the whole school behaviour support folder, photocopy for teacher.**

***Leadership overseeing behaviour keep updated via the whole school behaviour support folder (kept in admin)**

- I am going to leave you right now until you feel ready to talk about this
- 3. Employ pre-organised de-escalating interventions**
- Follow the students RTL (Ready To Learn plan)
- 4. Allow cooling off time before engaging in restorative conversation**
- 5. Conference and consequence:**
- Making up for lost learning time (with teacher)
 - Restorative conversation
 - Recovery and repair
 - Record behaviour on a school behaviour support slip

- Bringing weapons to school
- Self-harming
- Leaving school grounds
- Refuse to return to class
- Continually disrupt class
- Continually taking away the rights of the teacher to teach and the rights of the student to learn

- Restorative conference with affected parties
- Hope Plan- involving regular check-ins
- Community Service
- Home contact

STEP 3: IF SERIOUS OR REPEATED:

- Parent/Carer meeting
- With student/teacher
 - Leadership
 - Further support initiated
 - Internal suspension
 - External suspension
 - Exclusion
 - Hope Plan- involving regular check-ins

STEP 4: REINTEGRATION BACK TO CLASS/SCHOOL

- Discussion with Leadership including School Values and student expectations.
- Reconnection Meeting Behaviour Support Plan
- Hope Plan- involving regular check-ins

Care

Persistence

Pride

Respect