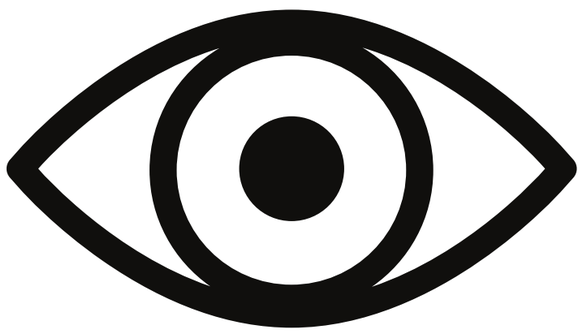
RESPONSE TO UNEXPECTED BEHAVIOUR



Stage 1: Preventative Strategies

Positive class environment
Build relationships
Consistent routines and expectations
Teacher develop connections with parents/guardians

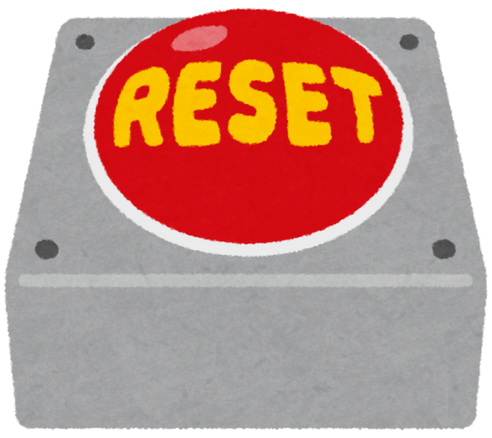


Stage 2: Mild Behaviours

Not following the Code of Conduct or school rules, disrupting the learning of others, non-completion of work, rudeness

- Low key responses eg eye contact, gesture, proximity, intentional pause, polite redirection
- Verbal reminder and modelling of expectations with reference to our school values
- Second verbal reminder and modelling of expectations with reference to our values. Explain the next step.
- If the behaviour continues student 'takes 5' away from the activity. Reminder and modelling of expectation on return to activity.

Teacher to keep parents informed of patterns of unexpected behaviour



Stage 3: Moderate Behaviours

Repeated mild behaviours or inappropriate physically, mean on purpose behaviour, engaging in rough play

- Classroom: Student spends time in a different classroom or is referred to the leadership team for reset
- Playground: Student 'takes 5' with the duty teacher or is referred to the office to reset
- Reflective/restorative discussion completed with reference to school values and Code of Conduct and appropriate consequences put in place. This may include loss of play, completion of work during break time, or an activity to make amends for their actions.

If referred to the office, leadership team will contact parent and report back to teacher



Stage 4: Concerning Behaviours

Mild and Moderate behaviours being repeated or swearing, damage to school property, bullying, physical/verbal aggression towards another, stealing

- Student completes lunchtime detention behaviour reflection
- Student supported to work through restorative process
- Additional support provided to offending student eg Behaviour Intervention Plan, Formal Contract, regular check-ins with the leadership team, chaplain support
- Ongoing high-level concern behaviours or a serious misdemeanour may result in loss of good standing, suspension, loss of school privileges, loss of school representation
- School psychology support
- Referral to outside agencies
- Close liaison with parents/guardians