

Freeling P-6 School

BEHAVIOUR MANAGEMENT



DETERMINING LEVEL OF RESPONSE

In determining an appropriate response to incidents of inappropriate behaviour there are several factors that the school will consider. These include:

- Severity of behaviour
- Frequency of the behaviour or similar previous behaviour – students are aware that repeated low level behaviour leads to the possibility of suspension
- Chronological and developmental age of the student – this impacts on the student’s understanding of their behaviour and the consequences of that behaviour
- Disability, trauma and mental health of the student (consequences for some students may be detailed in a personal behaviour management plan)
- Repeated behaviour patterns - schools analyse behaviour to identify potential triggers

LEVELS OF RESPONSE

CLASS	SCHOOL	SYSTEM
Consequence relevant to behaviour	Office time out	Suspension
Reminder of class expectations and school behaviour guidelines	Behaviour plans	Exclusion
Reflect – remove from main group to a quiet place in class to reflect upon actions and reset		Exclusion
Rethink – go to previously arranged ‘buddy class’ for time out		
Refocus – results in office time out		

LEVELS OF RESPONSE – TYPES OF BEHAVIOUR

Behaviours may include but are not limited to:	CLASS	SCHOOL	SYSTEM
Off task behaviour			
Work avoidance			
Distracting others - noises			
Distracting others - touching			
Not following school behaviour code – out of bounds/leaving school grounds			
Not following school behaviour code – not completing a consequence			
Not following school behaviour code – non-compliance with reasonable instructions			
Misuse of property			
Verbal abuse – staff, students or other			
Theft			
Bullying			
Harassment			
Physical assault			
Property destruction			
Cyber crime			
Threats – verbal, written or gestures			
Threats of violence using a weapon			
Threatening gestures using a weapon			
Sexual behaviour			

YARD BEHAVIOUR

1. Talk personally to the student and redirect to appropriate behaviour or a calm down strategy.
2. Direct the student to a designated time out where the student has time away from other students.
3. At the teacher's discretion, either repeat the above steps based on the severity or persistence of the behaviour or direct the student to the office for time out. Ensure that the office has information about the incident or behaviour indicated on white behaviour slip.
4. Leadership staff will work through an appropriate process based on the student, incident or behaviour.
5. Leadership staff will return the student to class and discuss with the classroom teacher the consequence given to the student and expectations for future behaviour.
6. Fill out a white behaviour slip and follow the White Slip Behaviour Recording flowchart. Classroom teacher files white behaviour slip in the roll book or in the classroom behaviour book, at the discretion of the teacher.
7. If leadership dealt with the behavioural issue, they will pass the white slip on to classroom teacher.
8. Leadership will determine if behaviour is recorded in EDSAS or classroom behaviour book based on severity and frequency.

CLASSROOM BEHAVIOUR

1. Talk personally to the student and redirect to appropriate behaviour or a calm down strategy (consider interoception or proprioception strategies).
2. Direct the student to a designated classroom time out where the student can still listen to the instructions given to the class.
3. Direct the student to a buddy class with work to complete, calm down tools to use or a reflection sheet. Ensure that the buddy teacher knows how long the buddy session is for.
4. If providing a break time consequence, supervision is provided by the teacher issuing the consequence.
5. At the teacher's discretion, either repeat the above steps based on the severity or persistence of the behaviour or direct the student to the office for time out. Ensure that the office has information about the incident or behaviour displayed by the student.
6. Leadership staff will work through an appropriate process based on the student, incident or behaviour.
7. Leadership staff will return the student to class and discuss with the teacher involved the consequence given to the student and expectations for future behaviour.
8. Record details of each behaviour and consequence in the classroom's behaviour book.
9. It may be necessary to fill out a white behaviour slip so that details can be recorded in EDSAS.
10. Inform families as required.