

Alberton Primary School Behaviour Categories Guidelines

Rupture and Repair with Classroom Teacher:	Rupture and Repair with support if necessary:	Rupture & Repair with Families and Leadership:
<p>Minor Behaviour:</p> <ul style="list-style-type: none"> • Distracting others • Not following school behaviour education code • Avoiding completing learning tasks • Talking over people • Moving around the room when they have been asked not to • Throwing items across the room (eg erasers, pens, paper) • Unwanted touching • Out of bounds • Defiant manner of questioning • Non-compliance with reasonable instructions • Misuse of property • Leaving class without permission 	<p>Moderate Behaviour:</p> <ul style="list-style-type: none"> • Leaving class without permission repeatedly • Intentional damage of property • Persistent non-compliance • Repeated pattern of inappropriate or anti-social behaviour • Swearing at others • Interfering with the rights of others to learn • Threatening safety or wellbeing • Stealing items from others • Physical or verbal threatening or aggressive actions 	<p>Severe Behaviour:</p> <ul style="list-style-type: none"> • Racial comments/abuse towards others • Physical violence towards a child/staff • Sexual harassment/assault • Swearing at an adult/child (verbal abuse at assault/child) • Leaving school grounds • Cybercrime • Illicit/Illegal drugs • Self-harm (threatened/actual)
<p>Follow up:</p> <ul style="list-style-type: none"> • Follow class procedures • Behaviour conference • Redirection • Make up lost learning time • Restorative conversation • Edit Behaviour Plan/Ready to Learn Plan <p>Practices for staff to use when redirecting behaviours:</p> <ul style="list-style-type: none"> • Use unconditional positive regard for a child – words & actions • Model high expectations and expect the best from children • Mindfulness moments • Present, Centred & Grounded – use consistent language • Deliver & Go – provide the instruction & expect the response • Golden Statements - One liners developed across the site • Chill out zones designated within learning environments 	<p>Follow up:</p> <ul style="list-style-type: none"> • Follow class procedures • Make up lost learning time • Restorative conversation • Take home conversation with leadership and Parent/Caregiver • Edit Behaviour Plan/Ready to Learn Plan <p>Practices for staff to use when redirecting behaviours:</p> <ul style="list-style-type: none"> • Use unconditional positive regard for a child – words & actions • Model high expectations and expect the best from children • Mindfulness moments • Present, Centred & Grounded – use consistent language • Walk and Talk • Chill out zones designated within learning environments 	<p>Follow up:</p> <ul style="list-style-type: none"> • Suspension • Exclusion • Police involvement • CARL notification • IRMS (Principal) • Restorative conversation with Parents/Caregivers- referral to services • Edit Behaviour Plan/Ready to Learn Plan <p>Practices for staff to use when redirecting behaviours:</p> <ul style="list-style-type: none"> • Use unconditional positive regard for a child – words & actions • Model high expectations and expect the best from children • Ready to learn scales • Ready to learn plans • Behaviour Plans

Factors to consider in determining an appropriate level of response:

- ✓ **Severity of behaviour**— Consider safety and wellbeing of self/others, the learning program and the wider community.
- ✓ **Frequency of the behaviour**—Implementing classroom/school follow up procedures to behaviour to prevent 'severe behaviours', as well as educative/supportive responses to develop responsible behaviour.
- ✓ **Age** - chronological age/stage of development should be considered in determining the student's level of understanding of his/her behaviour and the consequences of the behaviour.
- ✓ **Disability, trauma and mental health** - Risk factors may be enhanced for children who are ATSI/GOM or who have a disability. Students with a disability require accommodation, based on their varying levels of ability in understanding. Students require strategies to manage behaviour and ensure inclusion and attendance at school.
- ✓ **Repeated behaviour patterns** - examine possible triggers, provide opportunities/support for children to experience success. Possible triggers/areas for intervention include: peer group, environment, teaching methods and the child's social skills.
- ✓ **Consistency of approach** - consequences consistent with the school's behaviour code, to reinforce responsible behaviour.

Strategies: Unconditional Positive Regard, Present—Centred & Grounded, Mindfulness, One Liners, Ready to Learn Scales, Ready to Learn Plans, Behaviour Plans, Give and Go, Walk and Talk, Chill out Zone, Golden Statements