

Behaviour Response Continuum

Supportive Learning Environments

To create success, staff will:

- Respond to all student behaviour calmly, briefly, immediately, respectfully, and privately.
- Provide positive praise and feedback in response to desired behaviour, at a 4:1 ratio where possible.
- Use de-escalation strategies.
- Explicitly model and teach behaviour expectations.
- Treat each new session as a fresh start.
- Provide students with stimulating and engaging content, appropriate to level.
- Actively supervise students through scanning, roaming, and interacting.

Minor Behaviours

Inappropriate verbal language: swearing or using non-age-appropriate language.

Disruption to learning: talking over others, calling out, interrupting learning time.

Non-compliance: ignoring requests to participate in learning tasks, follow teacher instructions or leave the learning space.

Disrespect: talking back to staff, arguing or being rude.

Property misuse: littering, interfering with another student's work, vandalism of school resources, using school resources unsafely or inappropriately.

Inappropriate physical contact: touching students or staff without consent.

Unfriendly behaviour: not sharing equipment, excluding others from activities, hurting another person's feelings.

Leaving spaces without permission: not letting a staff member know you are leaving the room, playing in shared spaces or at toilets and taps during learning time.

Inappropriate use of technology: using the incorrect apps, taking photos of others without permission, sharing images without consent, off-task behaviour on iPads.

Continuum of Responses

- 'Supportive Learning Environments'
- Acknowledgements
- Whole-class, group, and/or individual rewards
- Engaging learning content
- Natural and logical consequence
- Loss of privilege
- Relocation within class
- Relocation to another class
- Repay learning time during play time
- Yard duty 'walk and talk'
- Restorative conversation
- Student Support Space reflection
- Phone call home to family
- Restricted play plan
- Family meeting at school
- Behaviour Support Plan
- Internal suspension
- External suspension

Preventative

Minor Responses

Major Responses

All responses documented via Compass

Major Behaviours

Threatening or abusive language: swearing with intent to harm, using derogatory language about peers or staff.

Sustained disruption to learning: ongoing calling out and talking over others, purposeful interruption of learning time.

Defiance: refusing to behave in a safe manner, follow reasonable adult instructions or participate in learning tasks.

Intentional property damage: breaking or damaging school buildings or resources on purpose.

Physical aggression: retaliating with your body, throwing classroom items at others, knocking over classroom furniture, physically intimidating others.

Violence: pushing, hitting, kicking, biting, or spitting. Using classroom objects or furniture as a weapon.

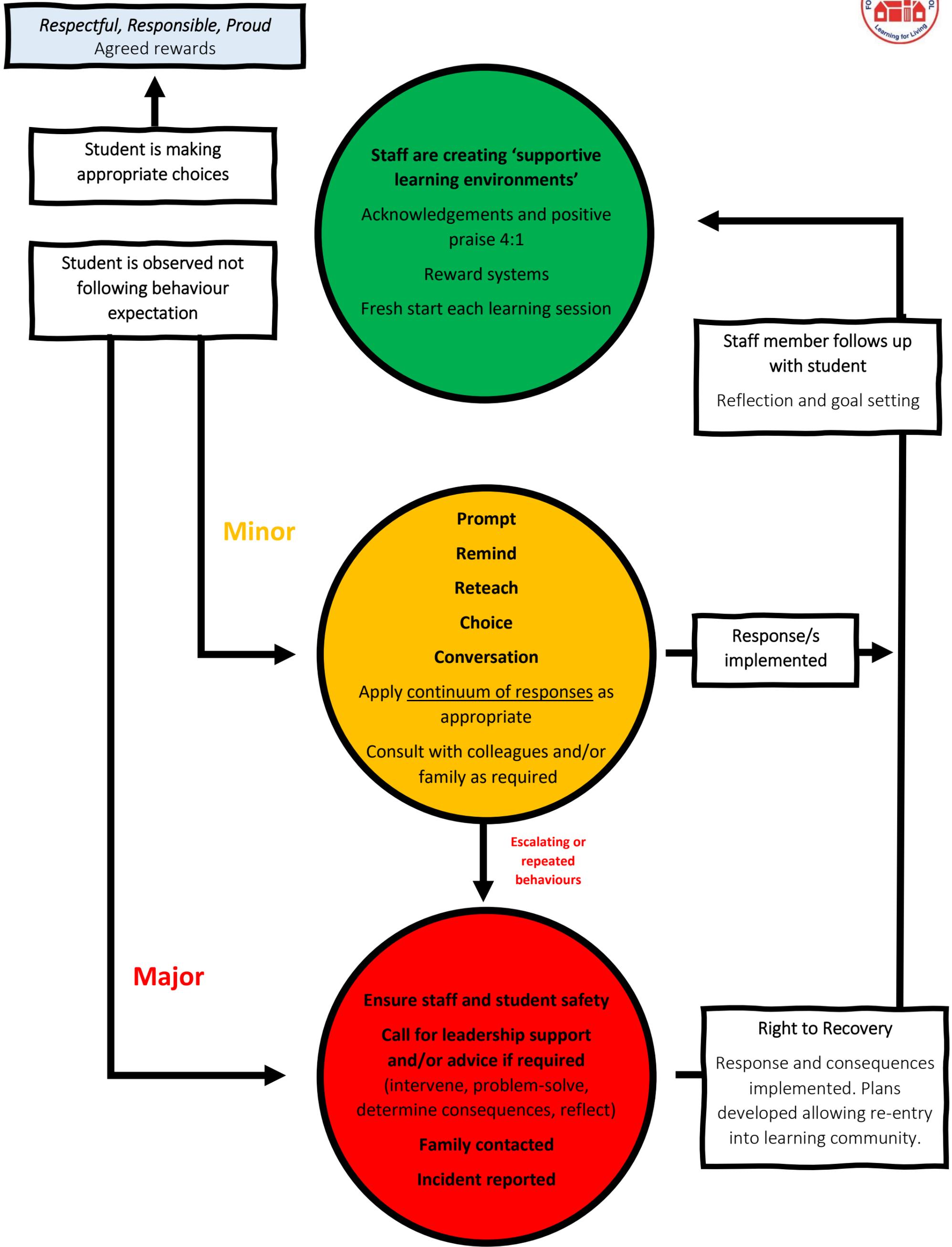
Harassment: invasion of privacy, unwelcome touch, discrimination based on race, gender, identity, sexuality or ability, verbal comments or physical actions that make others feel uncomfortable.

Bullying: ongoing, deliberate, and repeated verbal, physical and/or social behaviour that intends to cause harm to another.

Running away: leaving school grounds, leaving school buildings, hiding from staff.

Minor behaviours repeated intentionally: minor behaviours repeated more than three times in a day.

Respectful
Responsible
Proud



Respectful, Responsible, Proud
Agreed rewards

Student is making
appropriate choices

Student is observed not
following behaviour
expectation

Minor

Staff are creating 'supportive
learning environments'
Acknowledgements and positive
praise 4:1
Reward systems
Fresh start each learning session

Prompt
Remind
Reteach
Choice
Conversation

Apply continuum of responses as
appropriate
Consult with colleagues and/or
family as required

Response/s
implemented

Staff member follows up
with student
Reflection and goal setting

Major

Escalating or
repeated
behaviours

Ensure staff and student safety
Call for leadership support
and/or advice if required
(intervene, problem-solve,
determine consequences, reflect)
Family contacted
Incident reported

Right to Recovery
Response and consequences
implemented. Plans
developed allowing re-entry
into learning community.