



Mulga Street Primary School

Behavioural Development Procedure

Reviewed Term 2, 2019

Behaviour	Response
<p style="text-align: center;">LOW LEVEL BEHAVIOUR</p> <p>This may be any behaviour which a staff member feels interferes with student learning and does not follow our school values Respect, Safety & Trust. Examples may be silly noises, distracting others, unkind words, wandering, minor touching, avoidance etc.</p>	<p style="text-align: center;">PLAY IS THE WAY Self Mastery Checklist</p> <p style="text-align: center;">IN CLASS COOL DOWN Quiet area in the class</p> <p>Classroom teacher documents the behaviour details as 'Spoken to' in the class Student Behaviour Development Recording Book. Including details is optional.</p>
<p style="text-align: center;">CONTINUED BEHAVIOUR – FREQUENCY</p> <p>If there is no change in the behaviour after the initial response(s) Examples may be bullying, persistent/repeated refusal, continuously distracting others, harassment (minimal), threatening wellbeing of self or others, avoidance, inappropriate language, argumentative, back chatting, persistently off task, leaving class without permission etc.</p>	<p style="text-align: center;">REFOCUS/COOL DOWN</p> <p>The length of time a student attends a Refocus or Cool Down is their age plus two minutes.</p> <p>Teachers negotiate which classes they will use for Refocus or Cool Down classes. If one class is not available or an inconvenient time student will need to go to another class.</p> <p>Refocus - Students need to attend another class for 'Refocus' time if they are distracting others, being disrespectful, not following instructions or learning etc. in a persistent manner. It should be clear to the student that this time is to be spent refocussing themselves ready to come back into the classroom to learn. "You need to go to Room ____ for ____ minutes because you are choosing to _____ and need to refocus yourself for learning."</p> <p>Cool Down - Students need to attend another class for 'Cool Down' if they are exhibiting signs of anger. It should be clear with students this time is to be spent calming themselves, using identified strategies and preparing to re-enter the classroom to restore relationships and learn. "You need to go to Room ____ for ____ minutes because you appear to be angry and to need to cool down."</p> <p>After either Refocus or Cool Down, the teacher needs to have a re-entry conversation with the student as soon as possible.</p> <p>If the student attends a Refocus or Cool Down the teacher documents the behaviour details in the class Student Behaviour Development Recording Book, including details.</p>

	<p>If a student refuses to attend a Refocus or Cool Down they will be given a choice of either a Refocus, Cool Down or Front Office with 2 minutes take up time. If refusal continues after the take up time teacher will contact the administration desk at the front office, a leadership team member will attend.</p> <p>Attending leader will offer a choice of either a Refocus, Cool Down or Front Office with 2 minutes take up time. Leader will escort the student to the chosen place.</p> <p>Teacher and leader to negotiate details of the re-entry process. The re-entry may include a restorative practice conversation between the wrongdoer/s, victims and other affected persons.</p> <p>Mandatory parent contact (phone call or email) Teacher and leader to negotiate who makes contact.</p> <p>Leader will document in the administration Behaviour Book for office placements.</p>
<p style="text-align: center;">CONTINUED or EXTREME BEHAVIOUR</p> <p>No change in behaviour once the student has returned from Cool Down Class <i>or</i> actual violence or assault, harassment (major i.e. racial, sexual), bullying (face to face or cyber bullying), property destruction, sexual behaviour, illicit/illegal drugs etc.</p>	<p style="text-align: center;">OFFICE / LEADERSHIP / TAKE HOME/ INTERNAL SUSPENSION / EXTERNAL SUSPENSION</p> <p>If a staff member requires immediate assistance due to continued poor behaviour or extreme behaviour call the administration desk at the Front Office for leadership support.</p> <p>Student escorted by leadership to the Front Office. A member of the leadership team will follow up on the behaviour and make an informed decision on the appropriate consequence.</p> <p>Leadership member documents the behaviour details and consequence in the Administration Student Behaviour Development Recording Booklet.</p> <p>Parent/Caregiver/Applicable Services contacted by leadership member.</p> <p>Leader will communicate consequence with the teacher as soon as possible.</p> <p>Re-entry meeting with required stakeholders (student, parent, teacher, Principal, Deputy Principal, Student Wellbeing Leader or applicable services) following an internal or external suspension. Possible Student Learner Development Plan depending on the frequency of the student's behaviour.</p>