

Respectful Behaviour in the CLASSROOM



In the classroom 'rude' and 'mean' behaviour is dealt with by teachers using the 'Support steps' below. 'Bullying' behaviour (if suspected) and other behaviour is dealt with by Deputy Principals and/or the principal.

Note: Any learning related issues are dealt with separately.

We promote a very **positive and proactive staff approach to supporting respectful behaviour** in the classroom so we minimise the number of students requiring support.

PROACTIVE SUPPORT: **Teacher**

'Behaviour indicator'

'Green' - indicates a child is showing respectful behaviour

'Orange' - indicates a child has shown 'rude' behaviour and a teacher will discuss the incident with me. They **will ask how I am feeling** using the Colour Zones and tools template. Teachers can also use 'Being in the Green' to support children.

'Thinking Time' - see 'Support Step 1' ('Thinking Time process')

SUPPORT STEP 1: **Teacher**

If my **behaviour is 'mean', or there are further incidents of 'rude' behaviour**, I will be asked to have 'Thinking Time' away from my peers within the classroom.

I will be asked to discuss my behaviour with my teacher at a suitable opportunity.

SUPPORT STEP 2: **Teacher**

If the **'rude' or 'mean'** behaviour is repeated I will go to the team leader (or another designated classroom) to complete **'Thinking time'**. I will be asked to discuss my behaviour with both my teacher and the team leader at a suitable opportunity.

My parents will be contacted by the teacher by email (email template, with the team leader copied in) to outline the behaviour; ask for any additional information that may explain the behaviour; and outline the next step if this behaviour continues.

SUPPORT STEP 3: **Team Leader**

If the **'rude' or 'mean'** behaviour is repeated I will again go to the team leader (or another designated classroom) to complete **'Thinking time'**.

My teacher must fill in the 'Student Profile', which will include talking with me.

The identified 'Student Target' will be shared and discussed with the team leader and I.

The Teacher will then **communicate the 'Student Target' actions to parents.**

If, after 'Student Target' actions have been implemented, or before actions can be put into place, **there are further incidents of 'rude', 'mean' or 'bullying' behaviour** I will again go to the Team Leader who may withdraw me from the classroom for a specified time.

The Team Leader and the classroom teacher must discuss my behaviour with the principal.

SUPPORT STEP 4: **Principal**

If the **'rude', 'mean' or 'bullying' behaviour is not modified** I will talk with the principal.

If the principal, Team Leader and teacher feel my behaviour will not change then **the principal will facilitate a formal meeting with the Team Leader, my teacher & my parents** where an Individual Education Plan (IEP) will be formulated.

SUPPORT STEP 5: **SENCO/Principal**

If my behaviour is still not modified support services may be contacted.

Stand Down/Suspension will only be considered after an IEP has been given time to be successful **and** been reviewed with all parties involved - unless there is an incident which justifies immediate stand down or suspension.

