

CLASSROOM Behaviour Procedures



We promote a very **proactive staff approach to support positive student behaviour in the classroom**. Each behaviour level is seen as a **genuine opportunity to support a student**.

Identification of Behaviour - Deliberate or unintentional?

Behaviour Strategy 2026

LEVEL 1 Support	The Support Person	Teacher/LA
<p>Used for:</p> <p>'Conflict'</p> <p>'RUDE' behaviour</p>	<ul style="list-style-type: none"> - Use specific Incredible Years Teacher strategies with the student <ul style="list-style-type: none"> - Building relationships & Proactive teacher - Giving attention - Encouragement & praise - Discuss the Colour Zones language with the student - 'Conflict' - use a mediation approach How Does Mediation Work? - 'RUDE' behaviour - discuss the behaviour with the student. They need to understand this behaviour is not acceptable and must not be repeated - Record 'RUDE' behaviour briefly on the Classroom Behaviour Record 	

LEVEL 2 Support	Student 'Verbal Reflection'	Teacher
<p>Used for:</p> <p>Repeated 'RUDE' behaviour</p> <p>'MEAN' behaviour</p>	<ul style="list-style-type: none"> - Student is directed to a 'space' within the classroom to think about their behaviour and to continue their work alone - Directing a student towards 'reflection' must be done as calmly and as discreetly as possible - avoiding confrontation - When appropriate, ask the student for their verbal reflection - what happened and a commitment to the tools they could use in the future eg. "So you are saying, if this happens again you will ..." - Record the incident and the commitment on the Classroom Behaviour Record 	

LEVEL 3 Support	Student 'Written reflection'	Teacher with Team Leader
<p>Used for:</p> <p>Ongoing 'RUDE' behaviour</p> <p>Repeated 'MEAN' behaviour</p>	<ul style="list-style-type: none"> - Student is directed to a 'space' within the classroom to complete a written (or drawn) reflection sheet. - Upon completion the student will share it with the teacher (when appropriate) The teacher will assess the student's response - as 'successful' or 'unsuccessful' (the teacher may give feedback and ask for further reflection) - The teacher will inform the Team Leader that Level 3 support is needed - The teacher will record the incident on 'HERO' and post it to parents using the behaviour post guidance - Step 1 of the 'Student inquiry' process is required if the teacher is not confident the behaviour will be modified 	

LEVEL 4 Support	Student 'Removal from classroom'	Deputy Principal joins the team
<p>Used for:</p> <p>Ongoing behaviour AFTER relevant Level 3 support Bullying and other behaviours (Red coded behaviours)</p>	<ul style="list-style-type: none"> - Deputy Principal is requested to go to the classroom (via use of a card system) to remove the student - students are not sent directly to the DP - DP completes a formal Investigation process - DP determines appropriate action - including 'Outcomes of student behaviour' - DP communicates outcomes to the student, the teacher and team leader - they must also arrange to meet the student's parents/caregivers - Impacted students - DP will communicate with them & their parents/caregivers - DP initiates or continues a 'Student inquiry' process or CPS process - Teacher and DP engage with the student during the inquiry process or CPS - Teacher and/or DP share outcomes of inquiry process or CPS - any plans or actions - with the student's parents, other staff (as relevant) and the principal 	

LEVEL 5 Support	Principal Involvement	Principal joins the team
<p>Used for:</p> <p>Ongoing behaviour AFTER Level 4 support</p>	<ul style="list-style-type: none"> - Principal is requested to go to the classroom (via use of a card system) to remove the student - students are not sent directly to the principal - Principal completes a formal Investigation process - Principal determines appropriate action - including 'Outcomes of student behaviour' - Principal communicates outcomes to the student, DP, teacher and Team Leader - they must also arrange to meet the student's parents/caregivers - Impacted students - will communicate with them & their parents/caregivers - Principal facilitates formulation of appropriate support plan - Principal facilitates external agency support 	