

Respectful Behaviour in the PLAYGROUND

In the playground 'rude' and 'mean' behaviour is dealt with by teachers using the 'Support levels' below. Conflict is dealt with by Peer Mediators and/or teachers.

'Bullying' behaviour (if suspected), and other serious behaviour, is dealt with by Team Leaders and/or the principal.

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

PROACTIVE SUPPORT: Duty 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.

If a duty teacher is concerned with the responses they must talk to the classroom teacher.

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

SUPPORT STEP 1: Duty Teacher / Teacher

If my **behaviour is 'mean', or there are further incidents of 'rude' behaviour**, I will be asked to sit on the raised seating in the assembly area to complete 'Thinking Time' to reflect on my behaviour (for a length of time appropriate to seriousness of incident and my age - with or without pen/paper).

My **classroom teacher will be informed** (but they are not expected to deal with the issue unless it is related to other previous issues).

SUPPORT STEP 2: Teacher

If the **'rude' or 'mean'** behaviour is then repeated my name will go into the 'Behaviour Book' (located in the principal's office). I will be withdrawn from the playground to complete 'Thinking Time', in the admin area (the interview room).

The duty teacher will speak to my classroom teacher.

The classroom teacher will then inform the **team leader**.

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 go to the team leader who will get me 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 playground 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 immediately talk with the principal.
If the principal, TL and teacher feel my behaviour will not change then **the principal will facilitate a formal meeting with the TL, 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.