

Behaviour in the PLAYGROUND

We promote a very **proactive staff approach to supporting student behaviour**.
Each support level is **seen as a genuine opportunity to help students - not as a punishment**.

In the playground we **must identify different types of potentially behaviour**:

- **'Conflict'** should be resolved at the time by a **teacher or a trained peer**
- **'Rude' or 'mean' behaviour** is managed by **teachers using 'Support Levels'** below
- **'Bullying' behaviour** & other serious behaviour is **investigated** by DPs/principal asap

SUPPORT LEVEL 1: PROACTIVE	Responsibility: Duty Teacher or LA
<p>1. A teacher, Learning Assistant or trained peer will ask how I am feeling - using the Colour Zones.</p> <p>2. If I am involved in 'conflict' a teacher, LA or trained peer will support me and others involved.</p> <p>3. If I show 'rude' behaviour a teacher will discuss the behaviour with me. They will support me to understand this behaviour must not be repeated.</p> <p>4. If a duty teacher is concerned with my responses they must talk to my teacher.</p>	

SUPPORT LEVEL 2: Reflection/Thinking Time	Responsibility: Duty Teacher/LA & Teacher
<p>If my behaviour is 'mean', or there are repeated incidents of 'rude' behaviour ...</p> <p>1. I will be asked to sit on the seating outside the library to complete 'Thinking Time' to reflect on my behaviour (for a time appropriate to the seriousness of the incident and my age).</p> <p>2. My classroom teacher will be informed - but they are not expected to deal with the issue unless it is related to other previous issues.</p> <p>3. The duty teacher will use the 'Playground Behaviour Record' (located in the principal's office).</p>	

SUPPORT LEVEL 3: Reflection/Parents informed	Responsibility: Duty Teacher & Teacher
<p>If the rude or mean behaviour is repeated (or there is different 'rude' or 'mean' behaviour) ...</p> <p>1. I will be withdrawn from the playground to complete 'Thinking Time', in the admin area (photocopy room) and the incident will be added to 'HERO'.</p> <p>2. The duty teacher will speak to my classroom teacher.</p> <p>3. My parents will be contacted by the teacher by email (email template, with the team leader and a DP 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.</p>	

SUPPORT LEVEL 4: Inquiry	Responsibility: Deputy Principal
<p>If 'rude' or 'mean' behaviour continues after having completed 'Support Level 3' ...</p> <p>1. I will go to a <u>Deputy Principal</u> to complete 'Thinking time'.</p> <p>2. My teacher and a Deputy Principal must fill in the 'Student Inquiry'.</p> <p>3. Any identified actions/targets will be discussed by my teacher, a DP and I.</p> <p>4. The DP will then communicate actions to my parents. This will lead to a meeting.</p> <p>5. If, there are further incidents of 'rude', 'mean' or 'bullying' behaviour, I will again go <u>to the DP</u> who may withdraw me from the playground for a specified time.</p> <p>6. The DP and the teacher must discuss my behaviour with the principal.</p>	

SUPPORT LEVEL 5: Principal Involvement	Responsibility: Principal
<p>If the 'rude', 'mean' or 'bullying' behaviour is not modified, or my behaviour is extremely serious ...</p> <p>1. I will <u>immediately talk with the principal</u>.</p> <p>2. If the principal, a DP and my teacher feel my behaviour will not change then the principal will facilitate a formal meeting with a DP, my teacher & my parents.</p> <p>3. An Individual Behaviour Plan (IBP) will be formulated (or reviewed).</p>	

