

PLAYGROUND 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	Duty staff
<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 Playground Behaviour Record 	

LEVEL 2 Support	Student 'Verbal Reflection'	Duty staff AND Teacher
<p>Used for:</p> <p>Repeated 'RUDE' behaviour</p> <p>'MEAN' behaviour</p>	<ul style="list-style-type: none"> - An incident report form <u>may</u> be completed (to ascertain the exact behaviour) - Student is directed to a 'seated space' outside Room 1 to think about their behaviour - 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 on the Playground Behaviour Record - Share the incident briefly with the classroom teacher - they are not expected to take action unless it is related to previous issues and should be escalated 	

LEVEL 3 Support	Student 'Written reflection'	Duty staff, Teacher & DP
<p>Used for:</p> <p>Ongoing 'RUDE' behaviour</p> <p>Repeated 'MEAN' behaviour</p>	<ul style="list-style-type: none"> - An incident report form <u>must</u> be completed (to ascertain the exact behaviour) - Student is directed to the Admin office area (spare office or photocopy room) - The student's teacher and the relevant DP must be informed - When <u>regulated</u> the student is to complete the 'Written Reflection' process - Upon completion the student will share it with the teacher (when appropriate) The teacher (or DP) will assess the student's response - as 'successful' or 'unsuccessful' (the teacher may give feedback and ask for further reflection) - The teacher (or DP) will record the incident on 'HERO' and post it to parents using the HERO 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 playground'	Deputy Principal
Used for: Ongoing behaviour AFTER Level 3 support Bullying and other behaviours (Red coded behaviours)	<ul style="list-style-type: none"> - Deputy Principal is requested in the playground (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		Student 'Removal from playground'	Principal
Ongoing behaviour AFTER Level 4 support	<ul style="list-style-type: none"> - Principal is requested in the playground (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 		

Who can help in the playground?

- Students are reminded that **playground duty teachers** are there to help them and will deal with incidents and issues. Playground duty teachers must wear a hi-vis vest.
- Student leaders are also available to support students to find a duty teacher if they are unable to find one.
- If they cannot find a duty teacher, they are to wait on the '**Support seat**' (seat across from the staffroom) for a teacher to come - or in an emergency go to the staffroom door.
- School guidelines for 'Dealing with Bullying' must be followed consistently.
- If the behaviour is 'Red coded' (from 'Outcomes for student behaviour'), a DP or the principal must be informed immediately.

'General'

- **Playground Behaviour Record** - these are kept in the 'Duty Folders', monitored weekly and used as reference when required for further investigation
- Students who intentionally hurt others, or are mean, must go straight to 'Level 2' (at least)
- **Behaviours of a serious nature** (eg. violence towards another person, theft, wilful damage, serious threats) - or behaviour totally out of character for the child - must be reported.
 - If 'moderate' a deputy principal will be involved at 'Support Level 4'
 - If 'major' or 'severe' the principal will be involved at 'Support Level 5'
 - They will use the 'Outcomes for student behaviour' as a guide
 - Team leaders and the principal can be used proactively and positively to support a student with desired behaviour before they are required at the respective step