

# Key Process Statement

## Positive Behaviours for Learning

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All students are individuals and have many influences affecting their behaviour; social, emotional, developmental, and intellectual. Therefore there is not a one size fits all approach and all incidents will be dealt with bearing this in mind with the best information we have at the time.

### **Step One**

#### **Teacher Led**

Acknowledge the positive actions of groups and individuals

- Ring home, letter home, positive behaviour cards, verbalize positive acknowledgement to students
- Assemblies: acknowledgement of achievement awards
- Display a consistent and relational approach.

### **Step Two**

#### **Teacher Led**

If student is becoming disruptive, check in to see if the student is ok. There is often a reason why they are being disruptive. Does the student need some 'time out'. What calming strategies have they identified in their "ready to learn" activities. If there is an SSO in the room, can the student sit at that table. If needed refer back to class/school expectations. This step does not necessarily involve a consequence, it is a reminder of the expectations and continued actions will result in a warning.

### **Step Three**

#### **Teacher Led Supported by Leadership**

After a warning is given and continued actions contrary to the class/school expectations are occurring, students can be sent to the library to regulate and get ready to learn in a restorative and proactive environment. This will be supervised by a leader. The process will be as follows:

- Teacher will call the leader who is working in the library space via mobile phone
- Student will come to the library with their work and a "Getting Ready to Learn in the Library" card
- Student will spend approximately 10 minutes in the library to regulate and become ready to learn in

#### **Step Four**

##### **Teacher Led Supported by Leadership**

Persistent actions which continue after steps one, two and three have been initiated or extreme behaviour will see the involvement of school leadership to support teaching staff actions.

A phone call to the front desk needs to be made to ask for assistance from leadership.

A yellow behaviour slip needs to be filled in by the teacher.

Leadership support will include:

- Removal of a student or students from the class where they remain in Leadership's office for Time Out until they can operate respectfully within the classroom environment.
- Leadership escort student back to class and release teacher to restore the relationship or
- Removal of the student from class and sent home, returning the following day .

Leadership to enter this data into EDSAS.

Persistent actions within this level may result in the initiation of step five processes.

#### **Step Five**

##### **Leadership Led**

Violent, abusive, sexualized or persistent disruptive behaviour will result in a school leader removing a student or students from the class, the following actions may be taken:

- If situation is critical, teachers call the front office or leadership and simply say the words "Red Code" which indicates that leadership needs to act instantly.
- Take Home: parents will be contacted by the leader and the student will be sent home.
- Internal Suspension: parents will be contacted by the leader, the student will work in a safe area away from their class and other students.
- Suspension: parents will be contacted by the leader and the student sent home, a suspension may be between two and five days, acts of violence and leaving school grounds may result in SAPOL action.

Refusal of students to follow the reasonable requests of the school leader to leave the classroom and or school may result in SAPOL action.

EDSAS filled in with appropriate codes, suspension discussed with Principal/ Deputy Principal with all documentation completed. Leadership contact parents and negotiate the Reconnection process where

the Reconnection document will be placed into the student's file and the class teacher will be given a copy.

When SAPOL have attended, a Critical Incident will need to be entered into IRMS by the Principal or Deputy Principal or Site Leader.

A range of documents accompany this policy includes:

- Safer DECD Schools
- Protective Practices
- Responding to Problem Sexual Behaviour.

Please ensure you have read and are familiar with these documents.

