

Napperby Behaviour Procedures Version 1.1

CREATING SUCCESS

Are students experiencing success?

- Engaging, relevant content appropriate to level.
- Appropriate teaching and learning strategies.

Is there a positive environment?

- 6:1 positive to corrective interactions.
- Acknowledgements system.

Do students understand what is expected? Can they achieve it?

- Positive expectations explicitly taught (matrix).
- Social and emotional skills explicitly taught.
- Teach, model, acknowledge, correct, practice, practice, practice.

CONTINUUM OF RESPONSES

- 'Creating Success'
- Acknowledgements
- Behaviour scale
- Move/regroup.
- Remind, remind, warn, act.
- Natural consequence.
- Time in/proximity.
- Time out in class.
- Calm down break.
- Office Time Out
- Conference.
- Reflection activity.
- Recess/lunch detention.
- Time out in another location.
- Mediation or restorative conference.
- Parent contact.
- Take home
- Referral to senior staff.
- Behaviour card or contract.
- Meeting with parents.
- Behaviour management or support plan
- Internal or external suspension.



MINOR BEHAVIOURS

Property: Reversible low level damage of property (eg drawing on table); Use of an item not for its intended purpose, causing harm.

Truancy: Leaving classroom without permission; consistent lateness from breaks.

Swearing: Non-targeted or non-confrontational swearing out of frustration.

Stealing: Stealing of school item of low value (eg pencil, ruler).

Physical: Non-serious playful but inappropriate contact.

Teasing/threat: Verbal teasing, low level; Excluding other children from play or activities; Verbal challenge to student without intent to cause harm.

Defiance: Not following instructions, talking back.

Disruption: Consistently causing interruption to instruction.

Disrespect: Argumentative; Lying or cheating not greatly affecting others; socially rude.

MAJOR BEHAVIOURS

Repeated minors (3 responses implemented per week).

Property: Deliberate damage of property or graffiti; possession of drugs, weapon, illicit item.

Truancy: Leaving school grounds without permission.

Swearing: Targeted swearing.

Stealing: Stealing of teacher or student item; Stealing of school item with value.

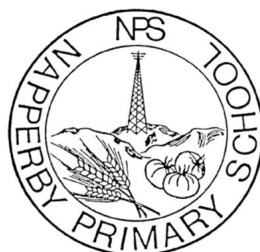
Physical: Aggressive behaviour OR serious contact with intent to harm.

Teasing/threat: Serious threat with intent to harm; Gang or group threats.

Defiance: Failure to follow instructions when a response is being put in place.

Disruption: Dangerous behaviours; consistent yelling.

Disrespect: Lying or cheating involving others (eg accusing someone else of an action).



Class Reward System / Learner Postcard

Consistently
Student is making appropriate choices.

Teachers are **'CREATING SUCCESS'**
Acknowledgements, 6:1.
Students begin each learning session here.

Student is observed not following school expectation.

Teacher follow up with student within one week

MINOR

Remind, remind, warn, act.
Work through **CONTINUUM OF RESPONSES.**
Consult senior staff and/or contact parents if necessary.

Response implemented

Escalating
Ongoing (3 responses implemented per week)

MAJOR

Ensure safety.
Incident report.
Senior staff requested to assist if required (Intervene, support, problem solve, determine consequence)
Parents contacted.

Successful conference, negotiated class re-entry, teacher feedback.

Problem solving

