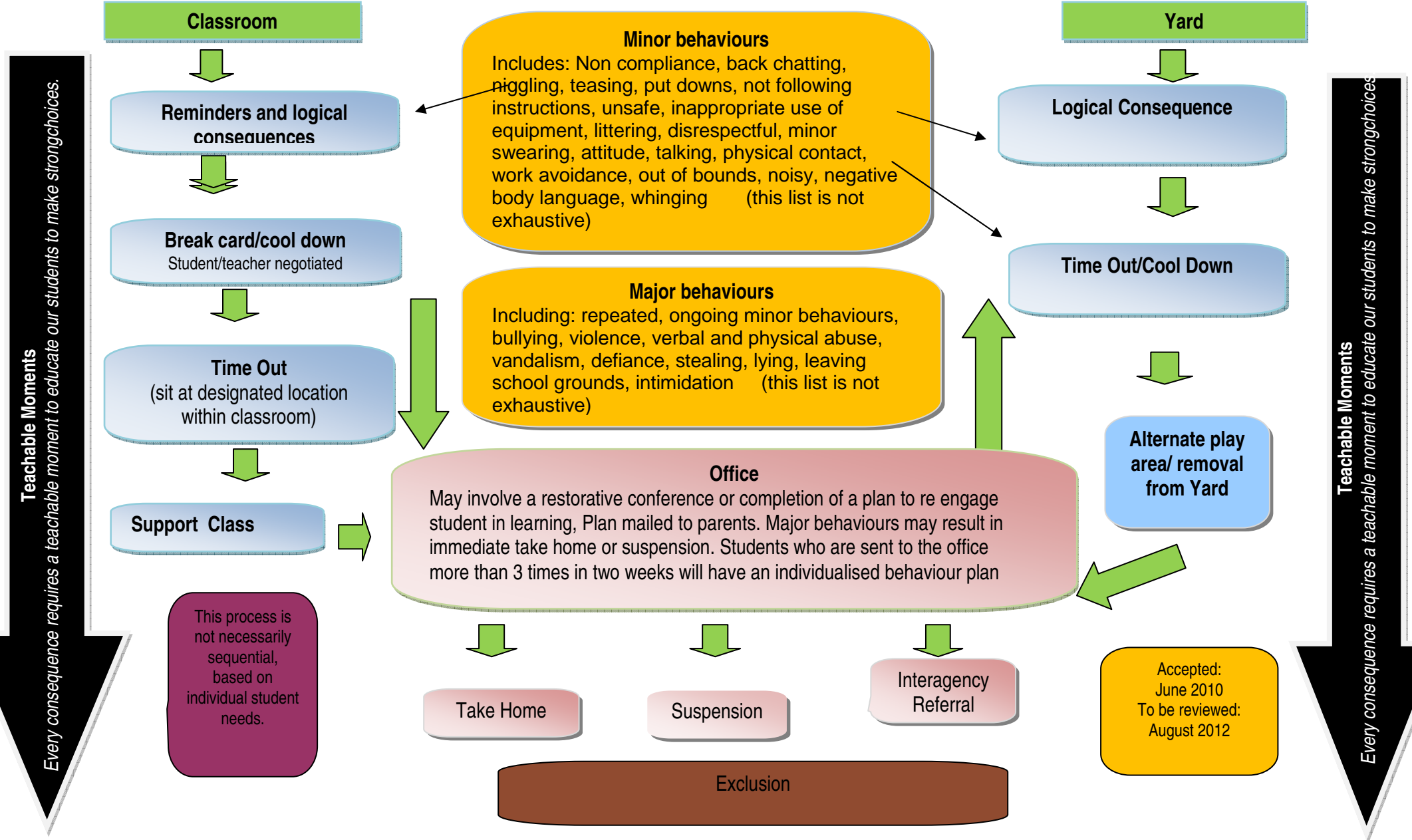


# Behaviour Learning at Balaklava Primary School

At Balaklava PS we expect everyone to interact in a respectful manner to create a safe, orderly and productive learning community. We support and acknowledge positive student behaviour by pre teaching appropriate behaviour, giving positives and rewards. We use the following process in response to inappropriate behaviour to effect behaviour change:



### Classroom Processes

Classroom based expectations, logical consequences and processes that support students to learn to make stronger behaviour choices.

These are openly formulated, agreed and consistently applied and may involve reminders and class time out (linked to first two weeks of school).

Non-negotiables are clearly stated and displayed and consistently reinforced.

### Classroom Time Out

Students sit in a designated area within the classroom, apart from other students:

\*for a previously agreed time

\*until completion of allocated tasks

### Support Class

*For persistent low level inappropriate or more significant behaviours, eg. arguing, refusing, name calling, etc.*

Students complete required tasks as determined by teacher  
Restorative re-entry process undertaken any time students exit classroom within this process to model relationship repair and promote successful participation in learning program.

### School Community Service

~Attended by students who have-

\*attended Office Time Out

\*continued to make weak choices after attending Support Class or Yard Time Out

(enabling students to give back to the school community, thus repairing and re-establishing their place within that supportive community)

~Organised and supervised by Counsellor/Deputy Principal

~Students work individually on allocated tasks-

Safely

With consistent concerted effort

Respectfully following instructions

## Individual Staff Response

### Levels of Response



School System  
Class System  
Rule Reminder  
Instruction  
Cracked Record  
What Question (McCaskill)  
Redirection  
Reflection  
Partial Argument  
Distraction  
Gestures/Prompts/Cues  
Looking On  
Ignoring

P  
O  
S  
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T

Antecedents

## Staff Team Response

### Office Time Out

Student sits in allocated location and:

\*spends time cooling down where necessary, receiving as little attention as possible.

\*completes Behaviour Plan

\*completes allocated tasks independently

\*is inducted back into the classroom setting using restorative process

## Leadership Team Response

\*Manage Student Review Panel process, School Community Service

\*Counsel students, caregivers, staff

\*Notify and counsel caregivers in writing or by phone

\*Arrange meetings

\*Refer students and/or caregivers to support services

\*Immediate Take Home

\*Internal or Yard Suspension

\*External Suspension (max 5 days)

\*Exclusion (up to 10 weeks)

## Whole School Response

All staff work as a team to develop, review and consistently follow agreed processes and timelines.

### Logical Consequences (Immediate)

For low level inappropriate behaviour, staff will speak with student, implementing immediate logical consequences, such as 'drop a paper- pick it up', 'not cooperating with friends- play in a different area, etc. (no Blue Slip issued)

### Yard Time Out/Cool Down (Immediate)

For persistent low level or more significant inappropriate behaviours, eg. harassment or non-compliance, students will:  
~sit in agreed area  
~go to the office

### Blue Slip

What? Proforma for recording classroom inappropriate behaviour.

Where? in an easily accessible location within all Classrooms/offices

In each yard duty bag in box, in meeting room, main office area

Who? Teachers

When? As soon as practicable after incident occurs, then processed and recorded on EDSAS

Then? When student has received 3 Blue Slips- refer to Leadership (Principal or Deputy Principal)

### Parent Early Alert Meeting

The purpose of these meetings is to:

~Inform parents/caregivers of issues

~Outline strategies used thus far

~Clarify behaviour expectations

~Explore learning needs (academic and behaviour)

~Determine support required including IA referral if necessary

~Negotiate future processes

~Set behaviour goals

### Student Review Panel

(comprising teacher/s, leadership, SSO and school counsellor)

Class teacher refers student to leadership via proforma (in SBM Folder) as soon as 3<sup>rd</sup> Blue Slip issued (within 10 weeks), then participates in student review process to ascertain and implement further support/strategies to support student behaviour learning.