

Pastoral Care Procedures



Included here within are the procedures of Grace Lutheran Primary School in relation to Restorative Practices (Relational Management) and Behaviour Management. Some parts of this document have not yet been finished. This document will continue to be developed throughout the year.

January 2014

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RESTORATIVE PRACTICE: A RELATIONAL MANAGEMENT APPROACH

EXPECTATIONS FOR STAFF TO BUILD AND RESTORE RELATIONSHIPS

GLPS staff are expected to follow a restorative practices approach in building and restoring relationships with students, staff and the wider community. Appropriate and inappropriate strategies are detailed below. It is expected that staff follow the 'Appropriate Strategies'.

	Appropriate Strategies	Inappropriate Strategies
Staffing Attitudes	<ul style="list-style-type: none"> Give due respect to all students. Show empathy to others. Model values to students. Spend time building relationships with students outside class such as informal chatting, co-curricular activities. 	<ul style="list-style-type: none"> Holding grudges against students (E.G. automatically assuming blame) Punishing students with poor marks because of poor behaviour.
Student Expectations	<ul style="list-style-type: none"> Expect the best of students. Expect just and fair rules to be followed. Acknowledge and praise good behaviour choices. Acknowledge and encourage excellence of effort. 	<ul style="list-style-type: none"> Telling others that they are 'bad' by concentrating on the negative.
Investigating and Addressing Incidents / Behaviour Concerns	<ul style="list-style-type: none"> Follow procedures of the school. Follow up incidents / behaviours that are both in and outside of the classroom setting. Address the root cause of harmful behaviour. Acknowledge that harm from incidents goes beyond just victims and wrongdoers in the school community. Use restorative practices to address the trauma, repair the harm, and reintegrate wrongdoer/s back into the community. Make the commitment of time necessary to repairing relationships. Work "with" wrongdoers (rather than "do to" wrongdoers). Investigate and work through the incident / behaviour in a restorative manner. Where appropriate, included those affected by the incident / behaviour in the decisions about how things can be restored. Apply consequences that are relevant to the behaviour choice. Follow up from an incident / concern to assist the process of repair and healing. 	<ul style="list-style-type: none"> Reacting to the symptoms of inappropriate behaviour (rather than the cause) Failing to follow up with consequences. Overusing the same kind of consequences (E.G. sitting out of play). Using punishments which bear no relation to the crime (E.G. writing lines). Applying significant consequences without following the Pastoral Care Policy and Procedures. Withdraw a student without following due processes. Letting emotions cloud your decisions. Applying a "quick fix" (rather than taking the necessary time to repair relationships).
Special Considerations	<ul style="list-style-type: none"> Give special consideration to circumstances that are beyond the student's control. Fully investigate to establish the facts of the incident / concern by speaking to all individuals involved (E.G. get the back story). 	<ul style="list-style-type: none"> Failing to take into account a student's special circumstances (E.G. illness, family problems, other pressures) when making judgements. Failing to take into account the circumstances surrounding an incident when making judgements.
Communication with Parents	<ul style="list-style-type: none"> Communicate factual information about the specific incident / behaviour in a supportive and calm manner whilst being mindful of confidentiality of others. Contact parents to praise good behaviour. Share information of inappropriate behaviour with parents (according to GLPS procedures). Contact parents of 'victims' to share the restorative process that took place. Keep open, regular communication with parents. 	<ul style="list-style-type: none"> Avoiding contact with parents. Contacting parents when emotions are high. Communicate in a negative, abrupt or defensive manner. Disclose confidential information about others. Making judgements (E.G. parenting styles, appearances)
Seeking Support	<ul style="list-style-type: none"> Seek help from a trusted colleague, administration or Student Welfare Worker. Debrief with a trusted colleague (E.G. partner of teaching team, administration) after an incident / restorative conference. Pool the resources of the wider school community to assist in problem-solving. 	<ul style="list-style-type: none"> Trying to do it all on your own. Handing even minor problems onto someone else to deal with. Unnecessarily disclosing confidential information with others (E.G. gossip, social media).

BEHAVIOUR MANAGEMENT

We acknowledge that as imperfect people (sinners) we often fall short of what God expects of us. Grace Lutheran Primary School acknowledges that there will come times when the proactive approaches within the classroom and playground are not enough to maintain the behavioural expectations and standards of the school. There will be times when consequences must be put in place to maintain the integrity of the learning environment of a classroom and the safety of children.

As a Christian school, we step forward into these procedures with the understanding and strong belief that we are God's forgiven people. The respect of all involved individuals is to be maintained at all times. Students and parents need to understand that there is a process to follow in the event of inappropriate behaviour choices. This remains an essential part of the school's processes.

OUR THREE GUIDING PRINCIPLES – RESPECT

Grace Lutheran Primary School follows the guiding principle of RESPECT. Our school rules are derived from these principles. They are detailed below.

We Respect Ourselves

We aim to:	Examples
Have high standards of personal cleanliness and grooming.	<ul style="list-style-type: none">• Wear a clean and tidy uniform• Keep our hair neat and tidy.• Wash our hands.
Look after physical well-being	<ul style="list-style-type: none">• Take responsible for our actions and accept consequences.
Set good standards in language choices and manners.	<ul style="list-style-type: none">• Use good manners at all times.• Use words such as please, thank you and excuse me.• Listen to each other.• Follow instructions given by all staff members.• Sit quietly during chapel and assembly.• Encourage and praise each other in a positive manner.
Keep ourselves organised.	<ul style="list-style-type: none">• Bring our hats to school daily.• Bring equipment when required (e.g. homework folder, home reader).• Arrive at school, line up and be ready on time.• Hand projects, notes and assignments in on their due dates.• Keep our work area clean and tidy.
Represent ourselves well.	<ul style="list-style-type: none">• Apply our best effort.• Present bookwork according to GLPS Bookwork Expectations.• Show positive sportsmanship.• Follow through on commitments (such as choir)• Taking responsibility for our own learning.

We Respect Others

We aim to:	Examples
Represent our school with pride.	<ul style="list-style-type: none">• Wearing our uniform correctly• Uphold high standards of behaviour and manners.• Speaking to others in a respectful manner.
Care for and co-operate with others	<ul style="list-style-type: none">• Act responsibly and treat others with respect and courtesy.• Be aware of others' needs and be prepared to help.• Keep our hands and feet to ourselves.
Value the ideas, opinions and efforts of others	<ul style="list-style-type: none">• Listen to and tolerate others' viewpoints.
Support and encourage each other	<ul style="list-style-type: none">• Encourage and praise each other in a positive manner.• Play fairly and safely.• Speak kindly to others.
Respect the property of others	<ul style="list-style-type: none">• Always return items to the owner in the same condition as you received it.• Use items for intended purposes.• Always ask to borrow property before taking it.
Acknowledge the rights of all	<ul style="list-style-type: none">• Acknowledge that everyone has the right to feel safe and respected.• Acknowledge that everyone has the right to express their own opinion.• Acknowledge that everyone has the right to learning in a positive and caring environment.
Report bullying and harmful behaviours	<ul style="list-style-type: none">• Report any instances of unacceptable play or bullying to a staff member.

We Respect the Environment

We aim to:	Examples
Keep areas clean and tidy.	<ul style="list-style-type: none">• Put all rubbish in the bin.• Pick up rubbish even if it's not your own.
Respect school property and equipment.	<ul style="list-style-type: none">• Safely use resources and equipment for their intended purpose.• Report any damage, dangers or unsafe situations to a staff member.
Remain in designated areas.	<ul style="list-style-type: none">• Eat in the correct eating area.• Play in appropriate play spaces.

PROACTIVE APPROACHES

A proactive or preventative approach to behaviour management:

- implements techniques to successfully decrease the likelihood of unacceptable behaviour choices whilst promoting desired behaviour choices
- focuses on why the challenging behaviour is occurring — its function or purpose
- acknowledges that routines, settings and approaches can be part of the “problem”

10 Micro-Skills (Proactive Techniques)

The following 10 Micro-Skills are part of Grace Lutheran Primary School’s proactive approach to behaviour management.

1. **Establishing Expectations** – clearly articulating and demonstrating boundaries of pro-social behaviour.
2. **Giving Instructions** – giving clear direction about what students are to do.
3. **Waiting and Scanning** – to wait and look at your students for 5 – 10 seconds after you give an instruction.
4. **Cueing with parallel Acknowledgement** – to acknowledge students’ on task behaviour with the intention of encouraging other to copy.
5. **Body Language Encouraging** – to intentionally use your proximity, body gestures and facial expressions to encourage students to remain on task.
6. **Descriptive Encouraging** – to encourage students to become more aware of their competence by describing exactly what you see or hear from them that you hope to see more frequently.
7. **Selective Attending** - to deliberately give minimal attention to safe, off-task or inappropriate behaviour.
8. **Redirecting to the Learning** – To respectfully prompt the student who is off-task or disrupting others, initially with a redirection to the learning. This can be verbal or non-verbal.
9. **Giving a Choice** – To respectfully confront the student who is disrupting others with the available choices and their natural consequences.
10. **Following Through** – Resolute, planned action in the face of extended off-task behaviour, or ongoing disruptive behaviour that is seriously disturbing the environment.

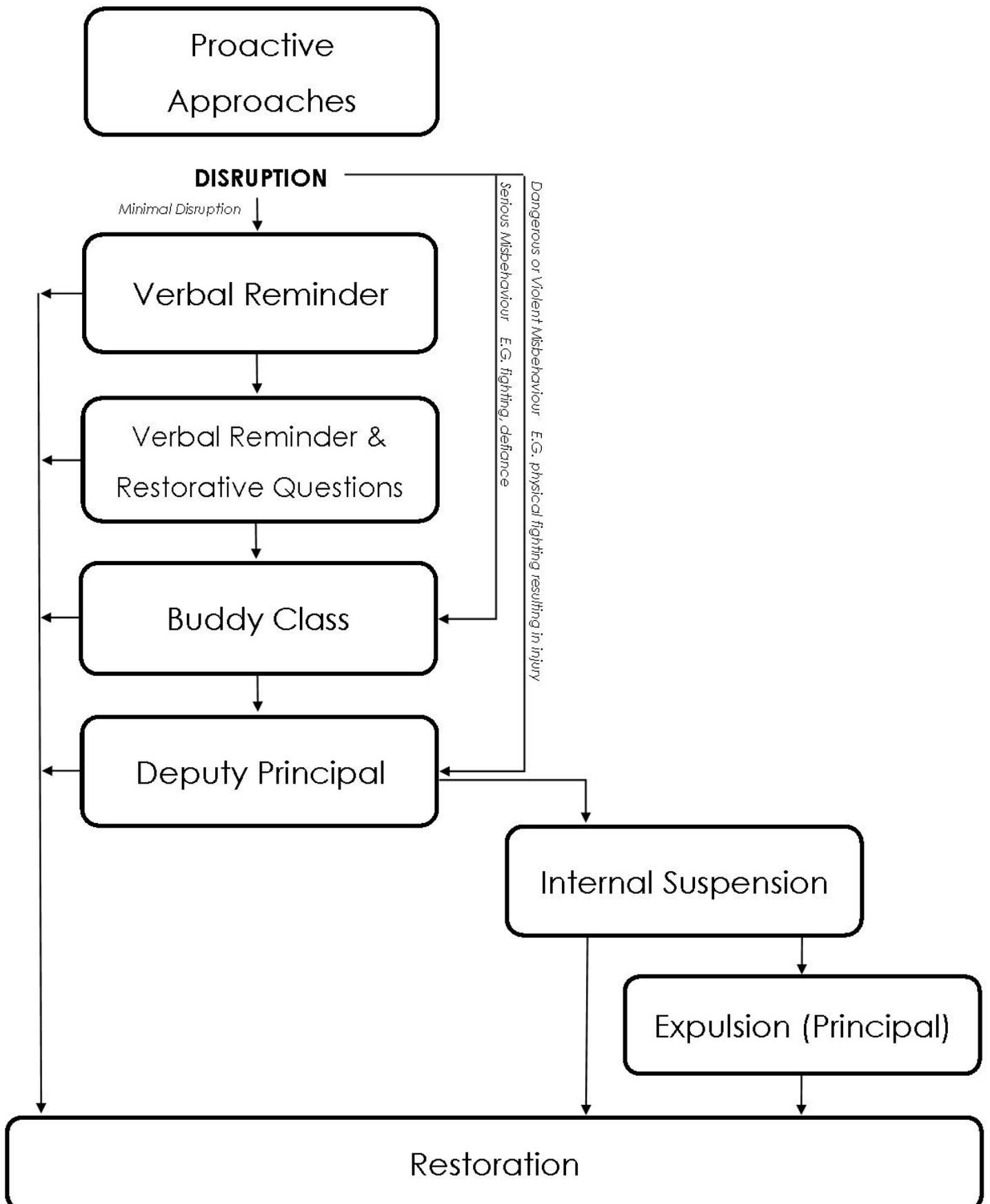
Positive Reinforcement

Teachers are expected to use a variety of methods to encourage positive behaviour choices in the classroom and outside of structured learning setting (before/after school, eating time, play time etc). Such methods include but are not restricted to:

- verbal praise
- stickers
- personal comments in books / work samples
- star charts
- group points
- student acknowledged by the class
- class awards
- certificates handed out at assembly
- ticket system
- "Student of the Week"
- referral to Deputy Principal for positive choices (see referral form in Appendices)
- public recognition by Administration or in the school/class newsletter
- work displayed in classroom, library, reception etc
- student / class suggested reward

PROCEDURES FOR UNACCEPTABLE BEHAVIOUR CHOICES IN THE CLASSROOM

Flowchart



Flowchart Summary of Procedures (in the Classroom)

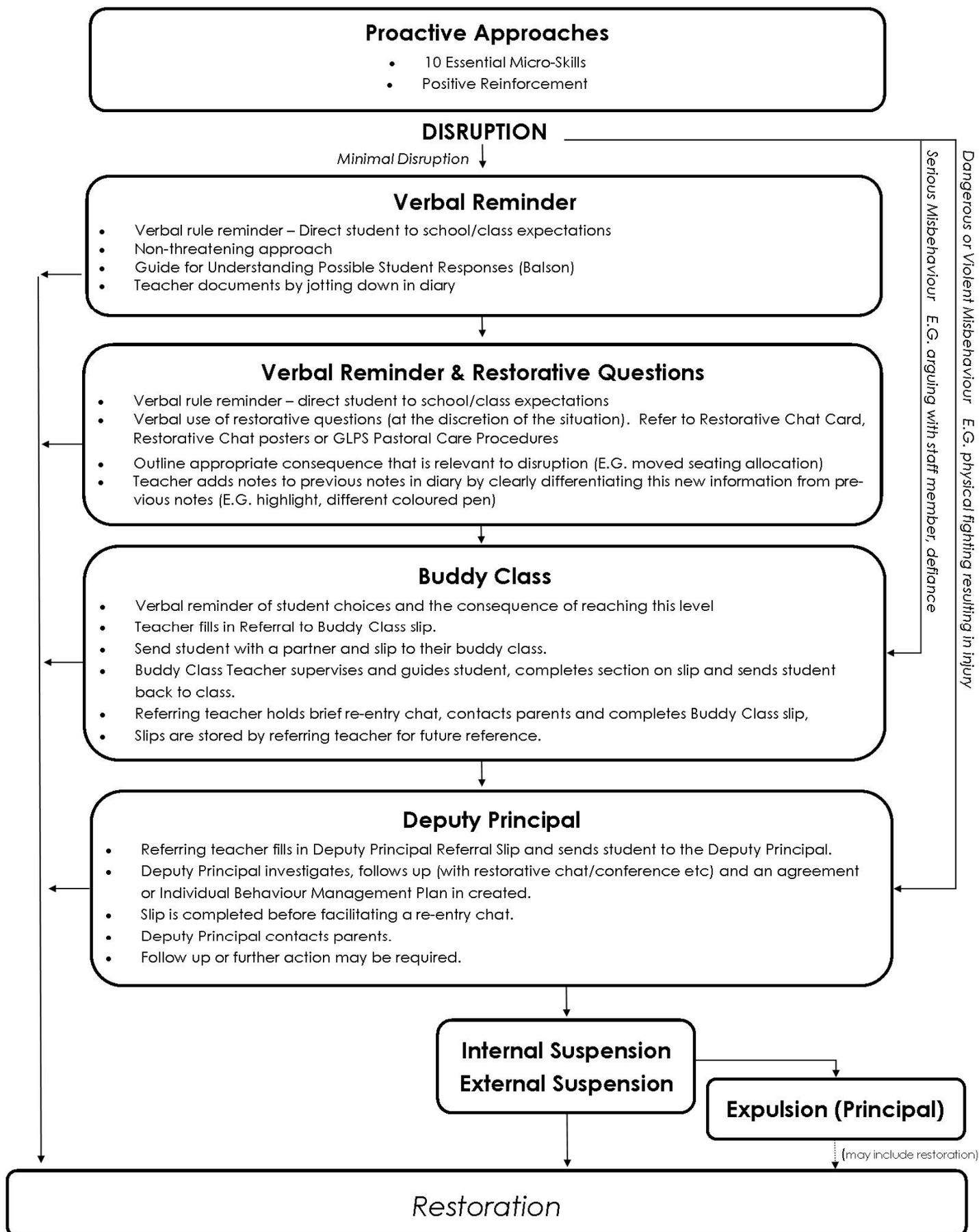


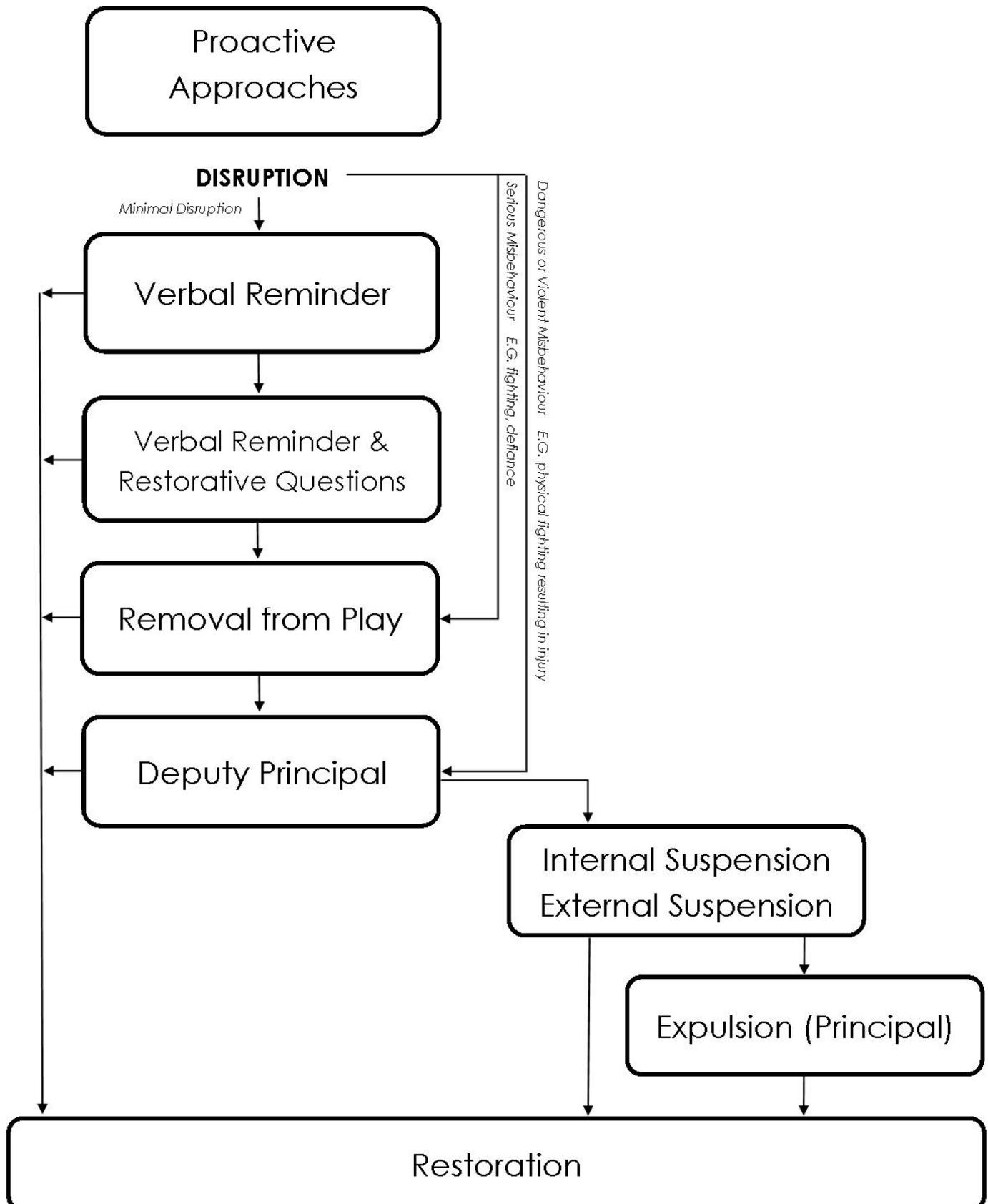
Table - definitions, examples and more detail

	Verbal Reminder	Verbal Reminder & Restorative Questions	Buddy Class
Entry Level	Minimal disruption.	Minimal disruption continues despite previous level Intervention.	Serious misbehaviour. <u>OR</u> Continuation of disruptive behaviour despite previous level interventions.
Definition	A disruption is any behaviour that impacts negatively on the teaching and learning environment or the well-being of students and/or staff.	Disruption continues (refer to previous level for definition).	Serious misbehaviours include any behaviour that makes normal classroom activities difficult or impossible. <u>OR</u> Disruption continues (refer to disruption definition)
Example Behaviours	Disruption may include: <ul style="list-style-type: none"> • talking at inappropriate times / calling out • putting others down • failure to use learning time appropriately • bullying and harassment of others • damage to property • inappropriate language choices 	For examples of disruption, refer to previous level.	Serious misbehaviour may include: <ul style="list-style-type: none"> • arguing with the teacher • defiance • bullying and harassment of others (ongoing or more severe) • refusal • obscenities • coercion <p>Minimal disruption continues from previous levels. Refer to previous level examples.</p>
Procedures	Teacher / Staff Member (in accordance with job description): <ul style="list-style-type: none"> • Non-threatening approach • Proximity • Non-verbal cues (eye contact etc) • Tactical ignoring • Verbal rule reminder – direct student to school/class expectations and/or code of conduct 	Teacher / Staff Member (in accordance with job description): <ul style="list-style-type: none"> • Verbal rule reminder – direct student to school/class expectations and/or code of conduct • Verbal use of restorative questions (at the discretion of the situation): <ul style="list-style-type: none"> Wrong Doer <ul style="list-style-type: none"> ○ What happened? ○ What were you thinking at the time? ○ Who has been affected by what you did? In what way? Victim <ul style="list-style-type: none"> ○ What did you think when it happened? ○ What have you thought about since? ○ How has it affected you? ○ What’s been the worst of it? ○ What’s needed to make things right? Wrong Doer <ul style="list-style-type: none"> ○ What do you need to do to make things right? ○ How can we make sure this doesn’t happen again? ○ What can I do to help you? Victim <ul style="list-style-type: none"> ○ How can we make sure this doesn’t happen again? • Outline appropriate consequence that is relevant to disruption (E.G. moved seating allocation) 	Teacher/Staff Member (in accordance with job description): <ul style="list-style-type: none"> • Verbal reminder of student choices and the consequence of reaching this level. • Teacher fills in Referral to Buddy Class slip (up to first dotted line). • Send student with a partner and slip to their allocated buddy class (phone call communication is encouraged if possible). If Buddy Class is unavailable, the teacher makes alternative arrangements with another class. <p>Buddy Class Teacher:</p> <ul style="list-style-type: none"> • Supervises and guides student to complete expectations set by the teacher. This may include responding to restorative questions. • Complete Buddy Class section on slip (section between first and second dotted lines). • Send student back to class with two students. • If unacceptable behaviour choices continue, follow through on the next level of intervention. <p>Teacher/Staff Member (in accordance with job description):</p> <ul style="list-style-type: none"> • Brief restorative chat on re-entry to class. Use the following questions as a guide: <ul style="list-style-type: none"> ○ Can you come back into the room and(describe behaviour you wish to see)? ○ Do you need to be seated by yourself or can you sit with the class...?
Documentation	Teacher: <ul style="list-style-type: none"> • Jot brief notes in diary. 	Teacher: <ul style="list-style-type: none"> • Add notes to previous level documentation in diary. Clearly differentiate these new notes from the previous notes (E.G. highlight, different coloured pen) 	Teacher: <ul style="list-style-type: none"> • Completed Referral to Buddy Class slip (including reason for referral, time spent in Buddy Class, teacher comments and parent communication) to be filed by the teacher. Slips need to be readily accessible during the school year. • Slips need to be passed onto Assistant to the Principal at the end of the school year so that they can be added to the student files.
Shared Communication	Teacher: <ul style="list-style-type: none"> • Pass on any relevant information to specialist/other teachers who will be teaching the child on the day. 	Teacher: <ul style="list-style-type: none"> • If a student frequently reaches this level, refer to Procedures for Ongoing Minimal Disruptions. • Pass on any relevant information to other teachers who will be teaching the child on the day. 	Teacher: <ul style="list-style-type: none"> • Communicate the removal of student with parents either through note home or via email (on the day the student reached this level). • Communicate with the parents of any victims (if necessary). • Pass on any relevant information to specialist/other teaches who will be teaching the child on the day.

	Deputy Principal	Principal
Entry Level	<p>Dangerous or violent misbehaviour.</p> <p style="text-align: center;">OR</p> <p>Continued serious misbehaviour.</p> <p style="text-align: center;">OR</p> <p>Continuation of disruptive behaviour despite the three previous levels of intervention.</p>	Agreement or Individual Behaviour Management Plan has not been followed through.
Definition	<p>Dangerous or violent misbehaviour includes any behaviour that endangers the safety or well-being of others or physically harms others.</p> <p style="text-align: center;">OR</p> <p>Serious misbehaviour continues (refer to previous level for definition)</p> <p style="text-align: center;">OR</p> <p>Disruption continues (refer to first minimal disruption level for definition)</p> <p><i>N.B. Continual unacceptable behaviour choices can be referred to the Deputy Principal (Please refer to the section below titled Procedures for Continual Unacceptable Behaviour Choices)</i></p>	Refer to Individual Student's Individual Behaviour Management Plan or Agreement.
Example Behaviours	<p>Dangerous or violent misbehaviour may include:</p> <ul style="list-style-type: none"> • physical fighting resulting in injury • bullying or harassment resulting in physical injury • cyber bullying or harassment • theft <p>For examples of serious misbehaviour, refer to the previous level.</p> <p>For examples of a minimal disruption, refer to the first minimal disruption level.</p>	Refer to Individual Student's Individual Behaviour Management Plan or Agreement.
Procedures	<p>Teacher/Staff Member (in accordance with job description):</p> <ul style="list-style-type: none"> • Discuss unacceptable behaviour choice with the student. • Complete the first half of the Referral to Deputy Principal For Unacceptable Choices slip (up to the dotted line) • Attach any relevant notes/information (such as the Buddy Class Referral slip etc.) • Phone Deputy Principal to check for availability. If the Deputy Principal is unavailable, contact Teaching and Learning Coordinator or Principal. • Send student with referral and two others students to the Deputy Principal (or alternative administration team member). <p>Deputy Principal (or alternative administration team member):</p> <ul style="list-style-type: none"> • Seek immediate input from teacher/s through the referral slip and other communication means (if necessary). • Investigate what happened using restorative dialogue. Listen to all parties individually and then as a group (if necessary). • Development of agreement (from restorative procedures) or Individual Behaviour Management Plan (using restorative dialogue). This agreement may include a consequence decided by the Deputy Principal or the student. • Correction plan / strategies for re-entry may include: <ul style="list-style-type: none"> ○ restorative conference ○ classroom conference ○ negotiated behaviour contract ○ internal suspension ○ external suspension • Facilitate meaningful re-entry into class with teacher/student dialogue. • Follow up with student and any other necessary parties (as per agreement or Individual Behaviour Management Plan). • Complete bottom half of Referral to Deputy Principal For unacceptable Choices. File for future reference. 	<p>Principal:</p> <ul style="list-style-type: none"> • Seek immediate input from teacher/s and Deputy Principal. • Investigate what happened using restorative dialogue (listen to all parties individually then as a group). • Review agreement (from restorative procedures) or Individual Behaviour Management Plan. • Establish desired outcome. • Facilitate meeting with parents of student. • Facilitate meaningful re-entry (if necessary) into class with teacher/student dialogue. • Follow up with student and any other necessary parties (as per agreement or Individual Behaviour Management Plan). • Complete necessary documentation.
Documentation	<p>Deputy Principal:</p> <ul style="list-style-type: none"> • Completed Referral to Deputy Principal for Unacceptable Choices (including reason for referral, action taken, re-entry to class, parent communication) to be filed by the Deputy Principal. • Additional documentation may be required (E.G. agreement, notes from parent communication). The location of this additional documentation should be noted on the referral slip. • Slips need to be passed onto Assistant to the Principal at the end of the school year so that they can be added to the student files. 	<p>Principal:</p> <ul style="list-style-type: none"> • Complete necessary documentation.
Shared Communication	<p>Deputy Principal:</p> <ul style="list-style-type: none"> • Inform parents (on the day the student reached this level). • Communicate with the parents of any victims (if necessary). • Communicate development with teacher/s. • Inform Principal. <p>Teacher:</p> <ul style="list-style-type: none"> • Pass on any relevant information to specialist/other teachers who will be teaching the child on the day. 	<p>Principal:</p> <ul style="list-style-type: none"> • Inform parents with face to face contact (where possible). • Communicate development with teacher/s. • Inform Deputy Principal.

PROCEDURES FOR UNACCEPTABLE BEHAVIOUR CHOICES IN TIMES OUTSIDE OF STRUCTURED LEARNING (BEFORE/AFTER SCHOOL, EATING, PLAY ETC)

Flowchart



Flowchart Summary of Procedures

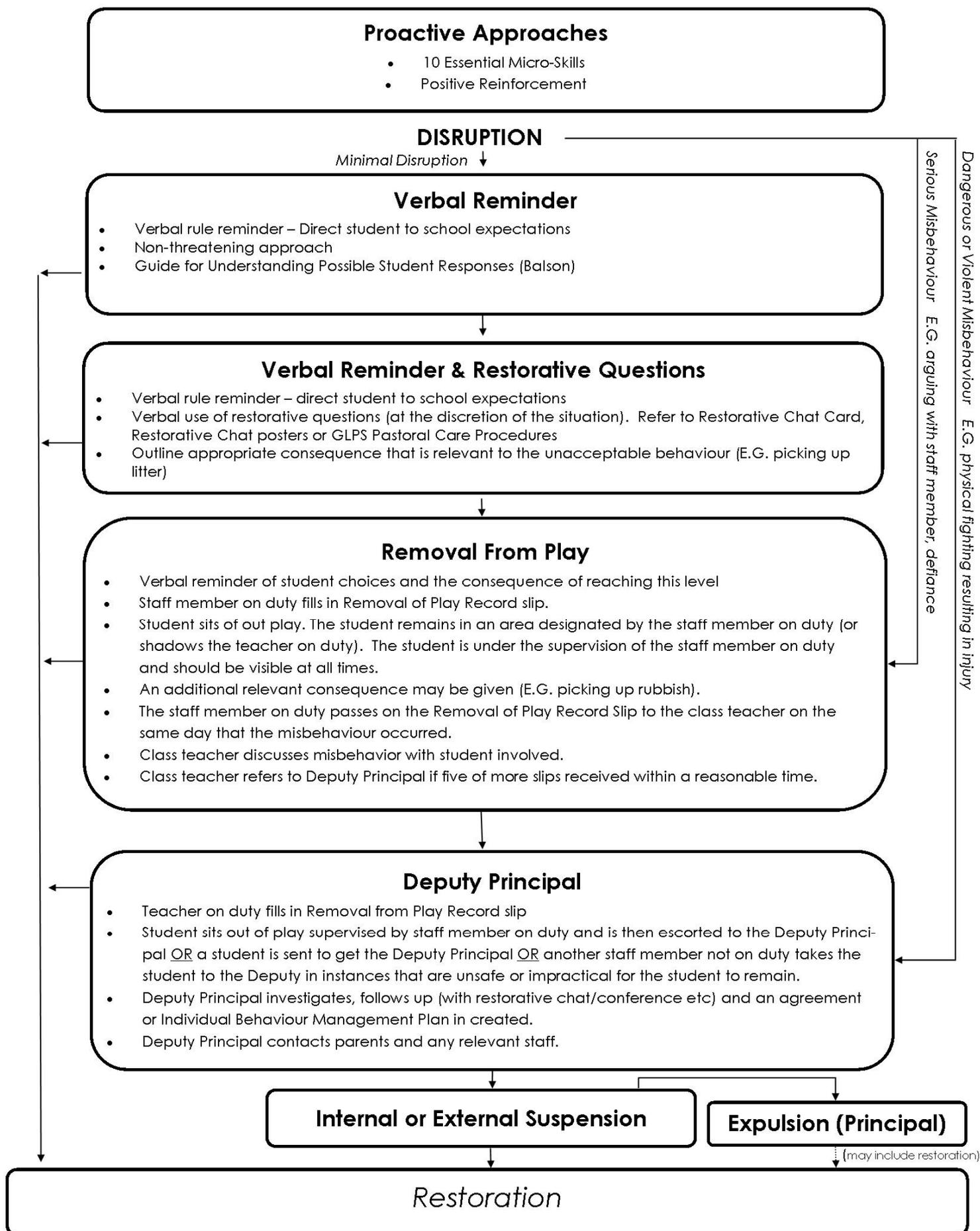


Table (including definitions, examples and more detail of procedures)

	Verbal Reminder	Verbal Reminder & Restorative Questions	Removal From Play
Entry Level	Minimal disruption.	Minimal disruption continues despite previous level Intervention.	Serious misbehaviour. <i>or</i> Continuation of disruptive behaviour despite previous level interventions.
Definition	A disruption is any behaviour that impacts negatively on the on the respectful school environment or the well-being of students and/or staff.	Disruption continues (refer to previous level for definition).	Serious misbehaviours include any behaviour that makes normal classroom activities difficult or impossible. <i>OR</i> Disruption continues (refer to disruption definition)
Example Behaviours	Disruption may include: <ul style="list-style-type: none"> • running on the concrete • not wearing a hat at necessary times • littering • not following teacher/staff members instructions • damage to property • Unacceptable language choices 	For examples of disruption, refer to previous level.	Serious misbehaviour may include: <ul style="list-style-type: none"> • arguing with the teacher • defiance • bullying and harassment of others (ongoing or more severe) • refusal • obscenities • coercion <p>Minimal disruption continues from previous levels. Refer to previous level examples.</p>
Procedures	Staff Member on Duty: <ul style="list-style-type: none"> • Non-threatening approach • Proximity • Non-verbal cues (eye contact etc) • Tactical ignoring • Verbal rule reminder – direct student to school/class expectations and/or code of conduct 	Staff Member of Duty: <ul style="list-style-type: none"> • Verbal rule reminder – direct student to school expectations • Verbal use of restorative questions (at the discretion of the situation): <ul style="list-style-type: none"> Wrong Doer <ul style="list-style-type: none"> ○ What happened? ○ What were you thinking at the time? ○ Who has been affected by what you did? In what way? Victim <ul style="list-style-type: none"> ○ What did you think when it happened? ○ What have you thought about since? ○ How has it affected you? ○ What’s been the worst of it? ○ What’s needed to make things right? Wrong Doer <ul style="list-style-type: none"> ○ What do you need to do to make things right? ○ How can we make sure this doesn’t happen again? ○ What can I do to help you? Victim <ul style="list-style-type: none"> ○ How can we make sure this doesn’t happen again? • Outline appropriate consequence that is relevant to disruption (E.G. cleaning up litter that was left behind). 	Staff Member on Duty: <ul style="list-style-type: none"> • Verbal reminder of student choices and the consequence of reaching this level. • Fill in the Removal From Play Record Slip (up first dotted line). • Student is sits of out play. The student remains in an area designated by the teacher on duty (or shadows the teacher on duty). The student is under the supervision of the teacher on duty and should be visible at all times. • An additional consequence that is relevant to the misbehaviour may be given (E.G. picking up rubbish). • The teacher passes on the Removal From Play Record Slip to the class teacher on the same day that the misbehaviour occurred. Class Teacher: <ul style="list-style-type: none"> • Brief chat with student about the misbehaviour during break times. • Record the date that the brief chat was held on the bottom of the Removal From Play Record Slip. Attach or write any relevant notes on the back of the slip (if necessary). • File the slip for future reference. • If a total of 5 slips have been received, follow through on the next level of intervention.
Document-ation	Teacher: <ul style="list-style-type: none"> • n/a 	Teacher: <ul style="list-style-type: none"> • n/a 	Class Teacher: <ul style="list-style-type: none"> • Completed Removal From Play Record Slips are filed for future reference. Additional notes may be recorded (if necessary). • Slips need to be passed onto Assistant to the Principal at the end of the school year so they can be added to the student files.
Shared Communi-cation	Teacher: <ul style="list-style-type: none"> • Pass on any relevant information to the next teacher on duty. 	Teacher: <ul style="list-style-type: none"> • Pass on any relevant information to the next teacher on duty who will be teaching the child on the day. 	Teacher: <ul style="list-style-type: none"> • Some instances may require communication with parents either through note home or email (on the day the student reached this level). Instances requiring communication include serious misbehaviours or repetitive behaviours. • Communicate with the parents of any victims (if necessary). • Communicate with other staff that may require the information.

	Deputy Principal	Principal
Entry Level	<p>Dangerous or violent misbehaviour.</p> <p style="text-align: center;">OR</p> <p>Continued serious misbehaviour.</p> <p style="text-align: center;">OR</p> <p>Continuation of disruptive behaviour despite the three previous levels of intervention.</p>	Agreement or Individual Behaviour Management Plan has not been followed through.
Definition	<p>Dangerous or violent misbehaviour includes any behaviour that endangers the safety or well-being of others or physically harms others.</p> <p style="text-align: center;">OR</p> <p>Serious misbehaviour continues (refer to previous level for definition)</p> <p style="text-align: center;">OR</p> <p>Disruption continues (refer to first minimal disruption level for definition)</p> <p><i>N.B. Continual unacceptable behaviour choices can be referred to the Deputy Principal (Please refer to the section below titled Procedures for Continual Unacceptable Behaviour Choices)</i></p>	Refer to Individual Student's Individual Behaviour Management Plan or Agreement.
Example Behaviours	<p>Dangerous or violent misbehaviour may include:</p> <ul style="list-style-type: none"> physical fighting resulting in injury bullying or harassment resulting in physical injury cyber bullying or harassment theft <p>For examples of serious misbehaviour, refer to the previous level.</p> <p>For examples of a minimal disruption, refer to the first minimal disruption level.</p>	Refer to Individual Student's Individual Behaviour Management Plan or Agreement.
Procedures	<p>Staff Member on Duty:</p> <ul style="list-style-type: none"> Discuss unacceptable behaviour choice with the student. Fill in the Removal of Play Record Slip (up to the first dotted line). Include any other relevant notes/information (if necessary). Sit the student out of play in a supervised area. At the end of the duty escort the student to the Deputy Principal (of alternative administration team member if unavailable). If it is unsafe or impractical for the student to sit out of play before being escorted to the Deputy Principal, send a student to get the Deputy Principal (or alternative administration team member) or send the student to the Deputy Principal with another staff member who is not on duty. <p>Deputy Principal (or alternative administration team member):</p> <ul style="list-style-type: none"> Seek immediate input from teacher/s through the Removal of Play Record slip and other communication means (if necessary). Investigate what happened using restorative dialogue. Listen to all parties individually and then as a group (if necessary). Development of agreement (from restorative procedures) or Individual Behaviour Management Plan (using restorative dialogue). This agreement may include a consequence decided by the Deputy Principal or the student. Correction plan / strategies for re-entry may include: <ul style="list-style-type: none"> restorative conference classroom conference negotiated behaviour contract internal suspension external suspension Facilitate meaningful re-entry into class/play with teacher/student dialogue. Follow up with student and any other necessary parties (as per agreement or Individual Behaviour Management Plan). Keep additional notes for future reference. 	<p>Principal:</p> <ul style="list-style-type: none"> Seek immediate input from teacher/s and Deputy Principal. Investigate what happened using restorative dialogue (listen to all parties individually then as a group). Review agreement (from restorative procedures) or Individual Behaviour Management Plan. Establish desired outcome. Facilitate meeting with parents of student. Facilitate meaningful re-entry (if necessary) into class with teacher/student dialogue. Follow up with student and any other necessary parties (as per agreement or Individual Behaviour Management Plan). Complete necessary documentation.
Documentation	<p>Deputy Principal:</p> <ul style="list-style-type: none"> Completed Removal of Play Record Slip to be passed onto class teacher for filing. Additional documentation may be required (E.G. agreement, notes from parent communication). The location of this additional documentation should be noted on the referral slip. <p>Class Teacher:</p> <ul style="list-style-type: none"> File slip for future reference. Slips need to be passed onto Assistant to the Principal at the end of the school year so that they can be added to the student files. 	<p>Principal:</p> <ul style="list-style-type: none"> Complete necessary documentation.
Shared Communication	<p>Deputy Principal:</p> <ul style="list-style-type: none"> Inform class teacher (on the day the student reached this level). Inform parents (on the day the student reached this level). Communicate with the parents of any victims (if necessary). Communicate development with relevant staff (if necessary). Inform Principal. 	<p>Principal:</p> <ul style="list-style-type: none"> Inform parents with face to face contact (where possible). Communicate development with relevant staff. Inform Deputy Principal.

PROCEDURES FOR CONTINUAL UNACCEPTABLE BEHAVIOUR CHOICES (CLASSROOM OR OUTSIDE OF LEARNING TIME)

A student can be referred to the Deputy Principal if they exhibit continual unacceptable behaviour choices in the classroom and/or outside of structured learning time (before/after school, eating time, play time etc). A minimum of five occurrences within a reasonable time period need to be documented to support this referral.

Continued Unacceptable Behaviour Choices	
Entry Level	A minimum of five minimal disruptions have been documented within a reasonable time period.
Procedures	<p>Teacher:</p> <ul style="list-style-type: none"> • Complete the first half of the Referral to Deputy Principal For Continual Unacceptable Behaviour Choices slip (up to the dotted line). The slip includes the reason for referral and frequency of Unacceptable behaviour choices. Any relevant notes / information such as previous referral slips need to be attached. • Place the referral slip into the Deputy Principal's pigeon hole. <p>Deputy Principal (or alternative administration team member):</p> <ul style="list-style-type: none"> • The Deputy Principal will take action within a week of receiving the slip. • Seek immediate input from teacher/s through the referral slip and other communication means (if necessary). • Investigate what happened using restorative dialogue. Listen to all parties individually and then as a group (if necessary). • Development of agreement (from restorative procedures) or Individual Behaviour Management Plan (using restorative dialogue) if necessary. • Correction plan or strategies may be required and could include: <ul style="list-style-type: none"> ○ restorative chat ○ restorative conference ○ classroom conference ○ negotiated behaviour contract ○ internal suspension ○ external suspension • Facilitate meaningful re-entry into class with teacher/student dialogue (if necessary). • Follow up with student and any other necessary parties (as per agreement or Individual Behaviour Management Plan). • A discussion between the Deputy Principal and the referring teacher may be required to share informative and provide support with proactive approaches, behaviour modifications etc. • Complete bottom half of Referral to Deputy Principal For Continual Unacceptable Behaviour Choices. File for future reference.
Documentation	<p>Deputy Principal:</p> <ul style="list-style-type: none"> • Completed Referral to Deputy Principal For Continual Unacceptable Behaviour Choices to be filed. • Additional documentation may be required (E.G. agreement, notes from parent communication). The location of this additional documentation should be noted on the referral slip. • Slips need to be passed onto Assistant to the Principal at the end of the school year so that they can be added to the student files.
Shared Communication	<p>Deputy Principal:</p> <ul style="list-style-type: none"> • Inform parents if necessary (on the day the student met with the Deputy Principal). • Communicate with the parents of any victims (if necessary). • Communicate development with relevant teacher/s. • Inform Principal.

GUIDE FOR UNDERSTANDING POSSIBLE STUDENT RESPONSES

(BALSON)

The table below shows how the teacher can tell **why the student may be behaving** the way he or she is, and **what the teacher should do about it**.

MISBEHAVIOUR Student Response	RECOGNITION Teacher may feel:	HELPFUL RESPONSES (This is what students need.)	UNHELPFUL RESPONSES (This is what students want.)
Attention Seeking E.G. silly games, noises, fooling about, cheek	irritated annoyed	<ul style="list-style-type: none"> • Tactically ignore minor behaviour to extinguish them. • Isolate from attention for bad behaviour • Give attention and responsibility for good behaviour 	<ul style="list-style-type: none"> • give attention for inappropriate behaviour choices • engage in lots of discussions and/or altercations
Power Play E.G. challenging, confrontationalist behaviour, defiance, "You can't make me"	angry	<ul style="list-style-type: none"> • Back off. Agree when they say "You can't make me" but: • Refer to the rules. • Deal with primary behaviour. • Give take-up time (don't look at student while expecting compliance). • Negotiate privately afterwards. 	<ul style="list-style-type: none"> • confront • defend your position • argue with the student • engage in battle • give the student an audience by dealing with student in front of the class/group
Revenge E.G. snide remarks, hurtful comments about teacher, vandalism directed at teacher's person or property	hurt shocked humiliated	<ul style="list-style-type: none"> • Wait to "cool off". • Use "I" messages. (E.G. "When you....., I feel....") • Refer to behaviour management procedures and administration staff for consequences. 	<ul style="list-style-type: none"> • retaliate
Withdrawal E.G. student does little or nothing, fails to bring equipment, passive, says "I'm useless"	helpless frustrated	<ul style="list-style-type: none"> • Encourage, encourage, encourage! • Find something they like to do and do it with them. 	<ul style="list-style-type: none"> • give up and let them do nothing
Nervousness E.G. giggling, smiling, avoiding eye contact, fidgeting, refusal to speak	irritated annoyed angry frustrated	<ul style="list-style-type: none"> • Tactically ignore the nervous behavioural response • Focus on the primary behaviour concern. • Speak calmly and in private about the nervous response that is being exhibited. • Use "I" messages. (E.G. "When you..., I feel...") 	<ul style="list-style-type: none"> • avoid dealing with the primary behaviour • argue with the student • engage in battle

APPENDICES

REFERRAL/DOCUMENTATION SLIPS

Referral to Buddy Class for Unacceptable Behaviour Choices

**Referral to Buddy Class
for Unacceptable Behaviour Choices**

Student Name: _____
Class: _____ Date: _____
Referring Teacher Signature: _____
 Continuation from previous step Entering at Buddy Class Step
Reason for referral: _____
Anticipated time required in buddy class: _____
Expectations for student in buddy class: _____

Buddy Class Notes (filled in by Buddy Class Teacher)

Time in: _____ Time out: _____
Buddy Class Teacher Signature: _____
Buddy Class Teacher Notes: _____

Re-Entry to Class (filled in by Referring Teacher)

Restorative chat on re-entry to class (tick if took place)
 Notification to classroom teacher (if applicable)
Comments (if necessary): _____

Parent Communication (filled in by Referring Teacher)

Note sent home Email sent home
 Other: _____

**Referral to Buddy Class
for Unacceptable Behaviour Choices**

Student Name: _____
Class: _____ Date: _____
Referring Teacher Signature: _____
 Continuation from previous step Entering at Buddy Class Step
Reason for referral: _____
Anticipated time required in buddy class: _____
Expectations for student in buddy class: _____

Buddy Class Notes (filled in by Buddy Class Teacher)

Time in: _____ Time out: _____
Buddy Class Teacher Signature: _____
Buddy Class Teacher Notes: _____

Re-Entry to Class (filled in by Referring Teacher)

Restorative chat on re-entry to class (tick if took place)
 Notification to classroom teacher (if applicable)
Comments (if necessary): _____

Parent Communication (filled in by Referring Teacher)

Note sent home Email sent home
 Other: _____

**Referral to Deputy Principal
For Unacceptable Behaviour Choices**

Student Name: _____
 Class: _____ Date: _____
 Referring Teacher Signature: _____
 Continuation from previous level Entering at this level
 Reason for referral: _____

Please attach any relevant notes / information. E.G. Buddy Class Referral (from Level 3)

Action Taken

- Restorative chat Removal from class
 - Restorative conference Behaviour Plan
 - Deputy decided consequence: _____
 - Student decided consequence: _____
 - Internal Suspension
 - Other: _____
- Location of additional documentation (if applicable): _____

Re-Entry to Class

- Facilitated restorative chat between teacher and student/s on re-entry to class (tick if appropriate)
- Comments (if necessary): _____

Parent Communication

- Phone call Note sent home
- Email Other: _____

Deputy Principal Signature: _____
 Please record any additional notes on the reverse of this slip.

**Referral to Deputy Principal
For Unacceptable Behaviour Choices**

Student Name: _____
 Class: _____ Date: _____
 Referring Teacher Signature: _____
 Continuation from previous level Entering at this level
 Reason for referral: _____

Please attach any relevant notes / information. E.G. Buddy Class Referral (from Level 3)

Action Taken

- Restorative chat Removal from class
 - Restorative conference Behaviour Plan
 - Deputy decided consequence: _____
 - Student decided consequence: _____
 - Internal Suspension
 - Other: _____
- Location of additional documentation (if applicable): _____

Re-Entry to Class

- Facilitated restorative chat between teacher and student/s on re-entry to class (tick if appropriate)
- Comments (if necessary): _____

Parent Communication

- Phone call Note sent home
- Email Other: _____

Deputy Principal Signature: _____
 Please record any additional notes on the reverse of this slip.

Referral to Deputy Principal

For Continual Unacceptable Behaviour Choices

Student Name: _____
 Class: _____ Date: _____
 Referring Teacher Signature: _____
 Reason for referral: _____

 Frequency: _____

Please attach any relevant notes / information. E.G. Buddy Class Referral [from Level 3]

Action Taken

- Restorative chat with student
- Deputy decided consequence: _____
- Student decided consequence: _____
- Other: _____
- Discussion with teacher RE: Proactive approaches etc

Location of additional documentation (if applicable): _____

Parent Communication (if applicable)

- Phone call Note sent home
- Email Other: _____

Deputy Principal Signature: _____
Please record any additional notes on the reverse of this slip.

Referral to Deputy Principal

For Continual Unacceptable Behaviour Choices

Student Name: _____
 Class: _____ Date: _____
 Referring Teacher Signature: _____
 Reason for referral: _____

 Frequency: _____

Please attach any relevant notes / information. E.G. Buddy Class Referral [from Level 3]

Action Taken

- Restorative chat with student
- Deputy decided consequence: _____
- Student decided consequence: _____
- Other: _____
- Discussion with teacher RE: Proactive approaches etc

Location of additional documentation (if applicable): _____

Parent Communication (if applicable)

- Phone call Note sent home
- Email Other: _____

Deputy Principal Signature: _____
Please record any additional notes on the reverse of this slip.

Removal From Play Record slips

Removal from Play Record

Student Name: _____ Date: _____
 Class: _____
 Staff Member: _____
 Time Out Of Play: _____ to _____

Continuation from previous level Entering at this level

Reason for removal of play:

- rough play
- fighting
- defiance
- bullying/harassment
- not wearing hat
- running on concrete
- out of bounds
- inappropriate language
- not following instructions
- disrespectful behaviour
- other: _____

Area of School:

- eating/waiting area
- under buildings
- Dalton Oval
- playground
- Junior Oval
- Other: _____

*Please pass onto student's class teacher on the same day.
 Record any additional notes on the reverse or attach separately.*

Removal from Play Record

Student Name: _____ Date: _____
 Class: _____
 Staff Member: _____
 Time Out Of Play: _____ to _____

Continuation from previous level Entering at this level

Reason for removal of play:

- rough play
- fighting
- defiance
- bullying/harassment
- not wearing hat
- running on concrete
- out of bounds
- inappropriate language
- not following instructions
- disrespectful behaviour
- other: _____

Area of School:

- eating/waiting area
- under buildings
- Dalton Oval
- playground
- Junior Oval
- Other: _____

*Please pass onto student's class teacher on the same day.
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 Class: _____
 Staff Member: _____
 Time Out Of Play: _____ to _____

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- disrespectful behaviour
- other: _____

Area of School:

- eating/waiting area
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*Please pass onto student's class teacher on the same day.
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- eating/waiting area
- under buildings
- Dalton Oval
- playground
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- Other: _____

*Please pass onto student's class teacher on the same day.
 Record any additional notes on the reverse or attach separately.*

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 Staff Member: _____
 Time Out Of Play: _____ to _____

Continuation from previous level Entering at this level

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- rough play
- fighting
- defiance
- bullying/harassment
- not wearing hat
- running on concrete
- out of bounds
- inappropriate language
- not following instructions
- disrespectful behaviour
- other: _____

Area of School:

- eating/waiting area
- under buildings
- Dalton Oval
- playground
- Junior Oval
- Other: _____

*Please pass onto student's class teacher on the same day.
 Record any additional notes on the reverse or attach separately.*

Removal from Play Record

Student Name: _____ Date: _____
 Class: _____
 Staff Member: _____
 Time Out Of Play: _____ to _____

Continuation from previous level Entering at this level

Reason for removal of play:

- rough play
- fighting
- defiance
- bullying/harassment
- not wearing hat
- running on concrete
- out of bounds
- inappropriate language
- not following instructions
- disrespectful behaviour
- other: _____

Area of School:

- eating/waiting area
- under buildings
- Dalton Oval
- playground
- Junior Oval
- Other: _____

*Please pass onto student's class teacher on the same day.
 Record any additional notes on the reverse or attach separately.*



Referral to Deputy Principal For Positive Choices

Student Name: _____ Date: _____
 Class: _____
 Referring Teacher Signature: _____
 Reason for referral: _____

Please attach any relevant notes / work samples / information.

Action Taken

- Praise Privilege/ Extra Responsibility
- Certificate Reward Sticker
- Other: _____

Parent Communication

- Phone call Note sent home
- Email Other: _____

Deputy Principal Signature: _____



Referral to Deputy Principal For Positive Choices

Student Name: _____ Date: _____
 Class: _____
 Referring Teacher Signature: _____
 Reason for referral: _____

Please attach any relevant notes / work samples / information.

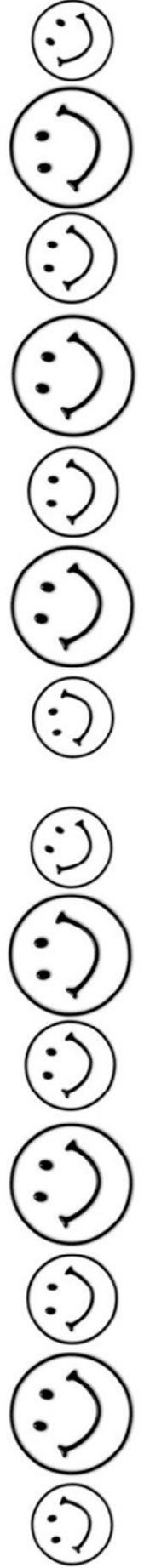
Action Taken

- Praise Privilege/ Extra Responsibility
- Certificate Reward Sticker
- Other: _____

Parent Communication

- Phone call Note sent home
- Email Other: _____

Deputy Principal Signature: _____



Restorative Questions

What happened?

What were you thinking at the time?

Who has been affected by what you did?
In what way?

What did you think when it happened?

What have you thought about since?

How has it affected you?

What's been the worst of it?

What's needed to make things right?

What do you need to do to make things right?

How can we make sure this doesn't happen again?

What can I do to help you?

How can we make sure this doesn't happen again?

HIGH FIVE HAND (STRATEGIES FOR STUDENTS TO MANAGE UNWANTED ATTENTION / BEHAVIOUR CHOICES)



GLPS BOOK WORK EXPECTATIONS

NEED TO INSERT HERE

Our Book Work Expectations



Have clean hands



Use every page



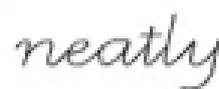
Use a sharp pencil



Rule a margin



Date your work



Write neatly using appropriate fonts



Use a clean eraser or put a neat line through errors



Rule off after each activity and continue down the page



Try your best

Bookwork Expectations 28/01/14

Bookwork is to be neatly presented for all subjects.

Blue or black pens are to be used for most work. Red pens are to be used for margins, titles, dates and self or peer marking. Green pens can be used to draw attention to important parts of the text.

Pencils are to be used for Maths activities.

Each entry needs a:

- margin
- title (left hand side & underlined)
- date (right hand side)

After each entry, work is to be ruled off. The next entry will continue down the page.

Errors can be corrected by:

- neatly crossing them out
- rubbing them out
- covering them with correction tape

Students are expected to write in cursive script when writing in sentences.

Other writing implements, such as textas, are not to be used in books unless specified by the teacher.

There is to be no:

- skipping of pages
- tearing out of pages
- graffiti or scribble

Always try your very best!

Remember: If you don't have time to do it right, you must have time to do it over.

Excellent work! Your bookwork is presented so beautifully!