

BEHAVIOUR MANAGEMENT CONTINUUM

RESPECTFUL RELATIONSHIPS

RESPONSIBLE LEARNERS



Manning Park Public School

Reviewed:

Term 4, 2023

REMINDERS:

● Behaviour is driven by thoughts, feelings & experiences

● All behaviours of all students are the responsibility of every teacher in the school.

BEHAVIOUR MANAGEMENT CONTINUUM

CALM/BASELINE LEVEL point-in-time managed	LOW LEVEL point-in-time managed	MINOR LEVEL point-in-time managed	MAJOR LEVEL point-in-time managed & record in School Bytes	EXTREME LEVEL referral to school Executive & record in School Bytes	CRISIS MANAGEMENT immediate escalation to Principal or delegate.
<ul style="list-style-type: none"> Compliance On-task Listening Following instructions Playing nicely Engagement Positive Language <p><i>If you're not 'capturing' and recognising POSITIVE BEHAVIOUR often, then you will never see a change in the behaviours you want to see.</i></p>	<ul style="list-style-type: none"> Off-task Running on cement Speaking out of turn Work avoidance Speaking loudly Screaming Taking too long Silliness Crying/upset + others <p>May need to be recorded in School Bytes as an Observation.</p>	<ul style="list-style-type: none"> Absconding/Tuancy Defiance/Refusal Disruption Excessive Swearing Intimidation Out of Bounds Rough Play Spitting Teasing Theft 	<ul style="list-style-type: none"> Abusive Language Aggressive Behaviour (no injury) Bullying (low-level) Cyber-Bullying (low-level) Harassment Mis-use of Technology Property Damage/Vandalism Racism or Discrimination (first instance) Sexualised Behaviours (inc. sexual harassment) Verbal abuse (low-level) 	<ul style="list-style-type: none"> Assault Continuing persistent behaviour ... Criminal Behaviour Destruction of property ... Physical Violence Possession/Use/Supply of a drug or illegal substance Possession/Use of weapon, firearm, or knife Psychological Abuse Serious behaviours of concern (pending expulsion) Serious criminal behaviour related to the school Use of implement as a weapon 	<ul style="list-style-type: none"> Stranger on site All-in Brawl Neighbour Issue Severe Injury Community Concern Parent/Carer Concern Unconscious Fallen Tree or Branches

RESTORATIVE FRAMEWORK

AFFECTIVE STATEMENT + FAST & FREQUENTS	REINFORCE EXPECTED BEHAVIOURS	EXPECTATION CLARITY	PAST - PRESENT - FUTURE	EXECUTIVE INTERVENTION	RESPONSE-ANALYSIS-SAFETY
<p>PIPs Everywhere, any time!</p> <p>RESTORATIVE CRICLES Preventative, positive interactions</p> <p>AFFECTIVE STATEMENT EXAMPLES "I love the way you are ..." "I can see you ..." "Thank you for being ..." "It makes me so happy to see ..."</p>	<p>PBL EXPECTATION MATRIX Manning Park Public School</p>	<p>NOTIFY: I can see that you have been ..."</p> <p>IMPACT: "How does this behaviour impact you? Others?"</p> <p>GOAL: "What do you need to do to turn this around?"</p> <p>EXPECTATION: "Can we agree that if you don't turn it around, this will be the consequence ..."</p> <p>RECOMMENDED ... Record in School Bytes</p>	<p>PAST Get the facts. Tell me what happened.</p> <p>PRESENT How are we feeling right now? Why is that important?</p> <p>FUTURE What are we going to do to make things right? Actions speak louder than words.</p> <p>THEN ... Record in School Bytes</p>	<p>ENQUIRE Tell me what happened. Why?</p> <p>ENGAGE Did we hear your side of the story? Were you asked for it?</p> <p>EXPLAIN Are you clear on what went wrong, how it affected people and what we're doing about that together?</p> <p>EXPECTATION Are you super clear on whether there are consequences coming for failing to live up to the standards we've set?</p> <p>THEN ... Record in School Bytes & inform Exec who will help make a decision on <i>Planning Room</i> and phone calls home.</p>	<p>INDOORS 1. Call the office and state that assistance is needed for a CRISIS. Monitor & keep others safe. 2. Office seeks Principal or delegate immediately.</p> <p>OUTDOORS 1. Send a runner to the office with the CRISIS emergency card. Monitor & keep others safe. 2. Office seeks Principal or delegate immediately.</p> <p>Principal or delegate will initiate a Response Analysis Method.</p> <p>THEN ... Complete <i>Hazard/Incident</i> form and seek support through Being Well, EAPs or union rep if needed.</p>

How can I access support for managing behaviour?



Learning & Support referral



Discuss with an Executive



Ask for a *Functional Behaviour Assessment*



Seek Real Schools support