

R - 6 Behaviour Process

Mallala Primary School's behaviour process aims to guide the behaviour we expect of children and young people, how staff, parents and carers will support positive behaviour and ensure the safe inclusion of children and young people.

Children and young people's behaviours fall along a continuum. This means behaviour can range from safe to unsafe.

Student unsafe behaviour can be low level or high level. It can be a single incident or ongoing. This will affect behaviour follow up.

Low Level

- Not following instructions
- Off task minimal work output
- Disrupting students and learning
- Off task moving around the room
- Making noises
- Argumentative
- Being dishonest
- Using other people's belongings without asking
- Leaving the learning space without permission
- Interrupting / calling out
- Using inappropriate language (not directed at anyone)

Possible Strategies might include

- Reference class agreements / expectations / behaviour matrix
- Reinforce positive behaviours
- Verbal cues / redirection
- Non-verbal redirection
- Waiting and scanning
- Giving choice
- Restorative conversation
- Modelled Mallala School Community Wellbeing Approach

CONSEQUENCES

In Class Reminder



Reminder / Warning



Classroom Sit Out



Buddy Class



Leadership

High Level

- Ongoing low level behaviours
- Total refusal to engage in learning
- Constant disruption to teaching and learning
- Property damage
- Theft
 - ·Violence verbal or physical
- Leaving the learning area and out of sight
- Racial or sexual harassment
- Using and object as a weapon

Possible Strategies might include

- Verbal redirection
- Giving choice
- Use visual schedules, include strategies needed for the student to be able to selfregulate and engage
- Contact family and organise meeting

*In an emergency evacuate the class to a safe space and call leadership immediately

Conditions for class re-entry once removed from class by leadership - there will be a consultation between leadership, teacher and student

