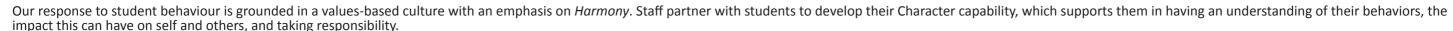
Responding to Student Behaviour Process





Through LEAPPB, teachers engage in ongoing mentoring and teaching of key themes including being a bystander/upstander, self-awareness, emotion regulation, respectful relationships and safe behaviours.

The flowchart outlines the types of behaviours and the steps involved in responding to them. Our responses consider diverse learners and their stage of development, ensuring an inclusive approach for all students.

In-class Disruption to Learning

In-class disruptions to learning include behaviours that impact the culture of learning in classrooms, including not following teaching instructions, interrupting teaching and/or learning or misuse of devices.



Step 1 - Subject Teacher Response

Subject teachers create clear routines and expectations in their classes and constantly reinforce learning partnerships. In the first instances of lower-level in-class disruptions to learning, teachers will reinforce behaviour expectations, make a record of the incident and talk with student and family.



Step 2 - Pod Support

For persistent, repeated or serious in-class disruptions to learning, students will attend The Pod to reflect on their behaviour and share their perspective* with the support of Pod teachers. The Pod teacher will support the student to have a coaching conversation with the Subject Teacher preferably before the student re-enters class.



Step 3 - Further Behaviour Responses

For continued in-class disruptions to learning, or for serious disruptions, further behaviour responses could include lunchtime or Wednesday morning detentions, a Take Home or an Internal Placement in The Pod. Supports for behaviour change will be discussed by Sub School Leaders, the family and student in partnership with the Subject Teacher and Learning Area Leader.



Step 4 - Ongoing Support

Ongoing monitoring and support will be provided by the Subject Teacher to ensure continued behaviour change,

Truancy from Class

Truancy from class involves a student not attending class without approval.



Step 1 - Subject Teacher Response

The subject teacher contacts the student and their family to determine whether there was a reason for the absence. If there is no sanctioned reason, a behaviour response will be implemented in partnership with the Sub School.



Step 2 - Behaviour Response

Behaviour responses could include a coaching conversation, Wednesday morning detention, lunchtime detention or internal placement depending on the frequency, duration or other contributing factors to the behaviour.



Step 3 - Ongoing Support

For students who require support to attend class, a referral to Sub School, Inclusive Education or Wellbeing teams will be made as applicable, with supports developed in partnership with student and family. Ongoing support will be provided by Mentor Teacher.

Out of Class Incident

Out of class incidents could occur before/after school or during recess/ lunch, and involve behaviour that doesn't align with our value of Harmony (in person or online).



Step 1 - Yard Duty Staff Response (before/after school/recess/lunch)

Yard duty staff will facilitate a coaching conversation and may employ a behaviour response such as picking up litter or directing the student to a different yard location.



Step 2 - Pod Support

If the incident is unable to be resolved at that moment, the student will attend The Pod to share their perspective with the support of Pod teachers, and a consequence determined with support of Sub School Leader. A record is kept of the incident.



Step 3 - Behaviour Response

Sub School Leaders will determine an appropriate behaviour response depending on the severity and frequency of the behaviour, which could include a different break area, restricted play space, a lunchtime or Wednesday morning detention, Internal Placement or Take Home. Sub School Leader will inform the family.



Step 4 - Ongoing Support

Ongoing monitoring and support will be provided by the Mentor Teacher in partnership with the Sub School Leader.

Vaping

Engaging in vaping may include a student actively engaging in vaping, or being a bystander when vaping has occurred.



Step 1 - Executive Leader Response

Executive Leadership will review the evidence of the vaping incident. Sub School Leader in partnership with The Pod will support a behaviour reflection by the student to share their perspective.



Step 2 - Behaviour Response

For students who are bystanders to vaping or have been present when vape detectors have been activated, a conversation occurs with the student and a formal notification letter is sent to families.

Students who have engaged in vaping, or who have been bystanders to vaping for a second or subsequent occasion will complete a three-day internal placement in The Pod accompanied by a vaping learning program.



Step 3 - Ongoing Support

On completion of internal placement, students and families will attend a reconnection meeting where ongoing health and behaviour support is planned, e.g. referral to our Wellbeing team and/or external health providers. Ongoing monitoring and support will be provided by Mentor Teacher.

Bullying and Harassment

Bullying and harassment could be verbal, social, cyber, physical or sexual. It can occur at school or outside of school hours.



Step 1 - Sub School Leader/ **Executive Leader Response**

Students involved (including bystanders) share their perspective with leaders on the incident.



Step 2 - Behaviour Response

For students engaging in bullying or harassment, behaviour responses can include coaching conversations, lunchtime or Wednesday morning detentions, internal placements, external suspensions or exclusion, depending on the severity or frequency of the behaviour. Serious incidents are reported to Police.



Step 3 - Ongoing Monitoring and Support

For students being bullied or harassed, provided in partnership with families, in the form of Mentor Teacher/Sub School

For students engaging in bullying and harassment, a behaviour support plan will be developed in partnership with their family to develop understanding of the behaviour and strategies to make different choices. This may involve referral to Wellbeing team. Ongoing check-ins weekly or fortnightly will occur with a nominated Sub School or Wellbeing leader.

Major Incident

Major incidents include behaviours that threaten safety or wellbeing or are illegal, e.g. drugs, weapons, physical altercations, illegal use of devices or repeated harassment or bullying.



Step 1 - Sub School Leader/ **Executive Leader Response**

Leaders ensure the safety of the school community. They partner with students involved (including bystanders) to share their perspective on the incident. Police are contacted if behaviour is illegal. Families notified of the incident.



Step 2 - Behaviour Response

Depending on the severity/frequency of the incident, behaviour responses could include internal placement, suspension or exclusion. Families will be informed by phone by the Executive Leader or Sub School Leader, as well as by letter.



Step 3 - Ongoing Support

A reconnection meeting will be held to develop a behaviour support plan and identify strategies to change the behaviour. Referral to Wellbeing/ Inclusive Education teams will be made where appropriate. Ongoing monitoring weekly or fortnightly will be provided on progress towards behaviour goals.

with referral to Sub School/Inclusive Education/Learning Area Leader for further support where needed.

ongoing monitoring/support will be check-ins, wellbeing referrals.