

Positive Relationships & Environment

Develop strong and positive relationships with students.

Create a positive and welcoming classroom environment

Strive to maintain the recommended **4.1 ratio** of explicit positive feedback: corrections.

Class code of conduct/rules, rewards and consequences **visible** within the classroom, maintained consistently & clearly explained to students.

In-Class Behaviour Management

All classrooms will have an accepted classroom behaviour management program in place.

Use low key skills: Proximity, minimal verbal, gesture, the look, re-direct, praise nearby peer, increase behaviour pre-corrects
Square off: Pause and stop teaching, change body stance, directly engage student in verbal & finish with THANKYOU.

Offer Choice: Give an effective choice (realistic & logical), pause for a response & finish with THANKYOU.

RE-TEACH Opportunities: Teachers explicitly teach students the expected behaviours

- **3 warnings = TIME OUT** (as detailed below)

TIME OUT IN CLASS

If student receives 3 warnings the third is **Time Out**.

OR

Implied Choice: If the behaviour adjustment is not made by the student, teacher makes the choice for them and directs them to the next step

- **TIME OUT**
- Amount of time at teacher's discretion (age appropriate)
- RE-TEACH Opportunity
- **LINE OF SIGHT** (Duty of Care)

RE-ENTRY TO CLASS

Student re-enters the class following conversation with teacher where expected behaviours are made clear.

If the behaviour continues student is directed to the next step

- **BUDDY CLASS = YELLOW SLIP**
- Parents contacted by teacher
- Teacher to enter behaviour/incident on Integris

UPON RETURN FROM BUDDY CLASS

Student completes the re-entry process to class.

If behaviour continues at this point ADMIN is contacted.

- **RED SLIP**
- ADMIN called & student is removed from classroom
- ADMIN to determine further consequence
- ADMIN to contact parents
- ADMIN to enter on Integris

GREEN SLIP BEHAVIOURS

- Working cooperatively
- Assisting others
- Being a positive role model
- Keeping property tidy
- Caring for our school
- Starting work straight away
- Trying hard to complete work
- Working to a good standard
- Excellent time management skills
- Working to potential
- Showing initiative
- Taking risks and accepting challenges

Examples of Behaviour Management programs used at RPS...

- PEG system (moving up & down)
- Money books
- Name on the board & two crosses
- Three strikes
- Individual sticker chart
- Group/table points
- Tick charts

Re – Teach the Behaviours...

- Reminder of expected behaviours
- Refer to class code of conduct/rules
- Role play desired behaviours
- Reflection/Think sheets
- Praise any positive behaviour that follows the time out

YELLOW SLIP BEHAVIOURS

- Continual disrespect of teachers
- Not following instructions
- Speaking inappropriately to teachers & peers
- Continually talking during instruction
- Continual distraction of others from their work
- Showing defiance and refusal to complete work
- Showing defiance and refusal to comply with classroom code of conduct/rules.
- Not using equipment in an appropriate or safe way

3 x Yellow Slips in a term: Teacher contacts Admin to discuss ongoing behaviour.

RED SLIP BEHAVIOURS

- Refusal to follow the RPS Behaviour Management Process
- Abuse, threats, harassment or intimidation of staff and/or students
- Leaving teachers duty of care of own accord
- Major damage/theft to property
- Carrying/using & threatening weapons