

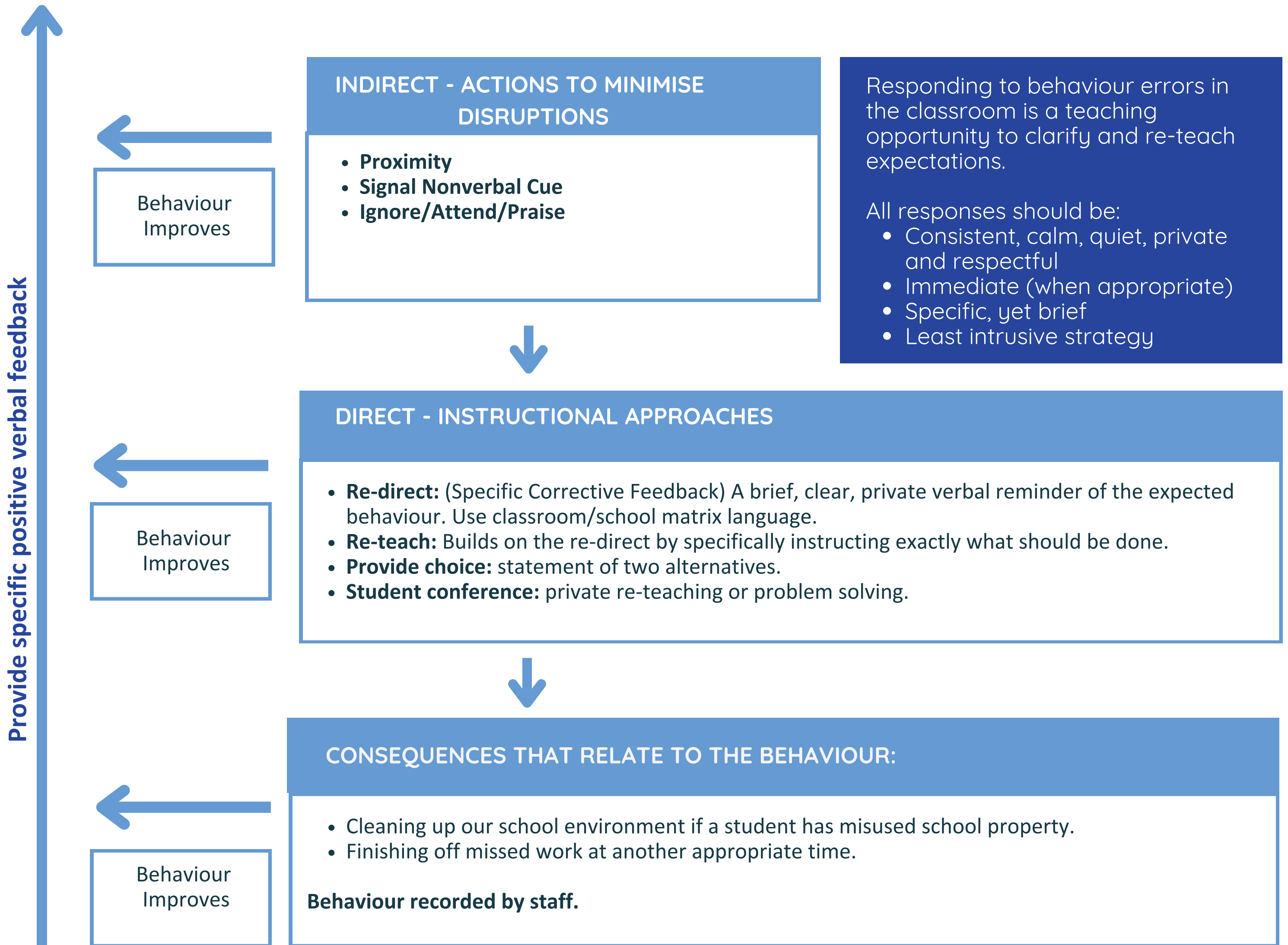


### PROACTIVE STRATEGIES:

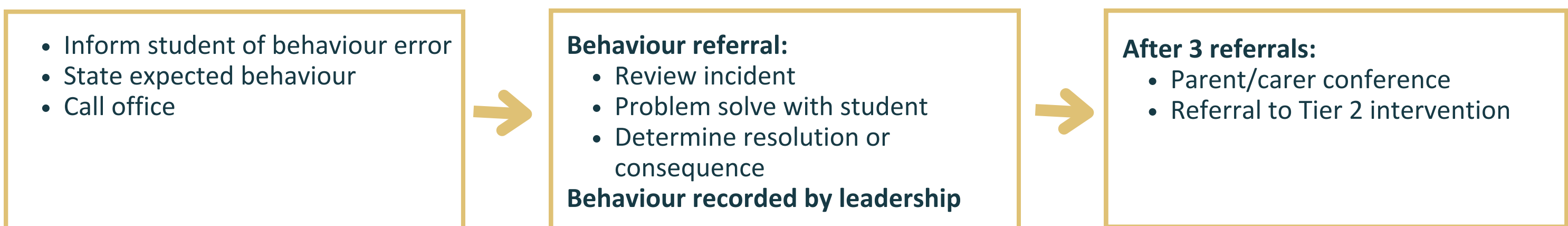
ONGOING TEACHING STRATEGIES TO ENCOURAGE EXPECTED BEHAVIOUR AND BUILD RELATIONSHIPS.

## RESPONDING TO STAFF MANAGED BEHAVIOUR

### STAFF MANAGED BEHAVIOUR



## RESPONDING TO LEADERSHIP MANAGED BEHAVIOUR



## STAFF MANAGED BEHAVIOURS

### Managing these behaviours requires a close relationship and restorative practices:

- Not ready to learn
- Avoiding work
- Talking during teacher instruction
- Calling out
- Disrupting others
- Answering back
- Not following instructions
- Inappropriate comments (inform leadership if comments are concerning)
- Minor physical contact
- Not participating
- Not sitting with class
- Minor property misuse
- Minor unsafe behaviour
- Lateness
- Cheating
- Minor dishonesty
- Dress code
- Technology misuse
- Littering

## LEADERSHIP MANAGED BEHAVIOURS

- Physical assault
- Verbal abuse
- Serious bullying issues
- Vandalism/property damage with intent
- Extreme defiance
- Leaving classroom/school grounds without support
- Substance misuse
- Repeated behaviours not resolved in the classroom

IF YOU ARE CONCERNED ABOUT ANY BEHAVIOURS PLEASE CONTACT LEADERSHIP AT AN APPROPRIATE TIME, EVEN IF YOU DON'T CALL IMMEDIATELY.

## REDIRECTION PHRASES

You can \_\_\_ when you \_\_\_

First \_\_\_ then \_\_\_

When \_\_\_ then \_\_\_

If you \_\_\_ then \_\_\_

Do you want to \_\_\_ then \_\_\_

Do you want to \_\_\_ now, or in 5 minutes?

You can either do \_\_\_ or \_\_\_

I'll begin as soon as you \_\_\_

I'll be able to listen to you as soon as your voice is as calm as mine.

## LEADERSHIP BEHAVIOUR RESPONSES

### Consistent, educative, effective, not accidentally rewarding.

#### Tier 1

- Problem solving – student conferences with parent/carer support
- Practicing the correct behaviour at a non-preferred time
- Restoration practices

#### Tier 2

- CICO (Check In/Check Out)
- Social skills group

#### Tier 3

- Functional behaviour assessment/behaviour intervention plan
- Team around the child meetings
- Escalation profile/crisis intervention profile

## PROACTIVE STRATEGIES

### POSITIVE RELATIONSHIPS

#### Encouraging Expected Behaviour:

- Preferred adult behaviours (e.g., greet students at the door, use student's name, smile, etc.)
- Specific positive feedback (e.g., Immediate, frequently to build behaviour, intermittently to maintain behaviour, descriptive - describe the behaviour, connect it to our universal expectations, emphasise the impact on others.)
- Ratio of at least 4:1 positive to corrective feedback
- Schoolwide and classwide systems to encourage behaviour
- Monitor use of specific positive feedback

### INSTRUCTIONAL STRATEGIES

#### Clarifying Expected Behaviour:

- Schoolwide expectations
  - We are crew
  - We are responsible
  - We are resilient
- Teaching matrix
- Classroom behaviour rules
- Procedures for non-classroom settings
- Procedures for classroom settings

#### Teaching Expected Behaviour:

- Lesson content
  - Behaviours on school matrix
  - Classroom behaviours/rules
  - Non-classroom procedures
  - Classroom procedures
- Lesson format
  - Tell, Show
  - Practise
  - Monitor
  - Feedback
- Behaviour

#### Student Engagement:

- Active Supervision
- Opportunities to Respond
- Activity Sequencing and Choice
- Task Difficulty