



## Behaviour Learning - Consistent Consequences Matrix

This matrix is one component of Behaviour Learning Program. The aim of our overall program is to teach right behaviours and reduce the frequency and impact of the negative behaviours outlined below. This can be achieved through the consistent and effective teaching of our School Rules:

<b><u>School Rules</u></b>		
<b>Care for self, others and environment</b>	<b>Actively learn</b>	<b>Respect for</b>
<b>self, others and environment</b>	<b>Everyone is safe and welcome</b>	

We recognise that poor choice behaviours are going to occur and therefore consider it important to provide consistent and known consequences to these behaviours.

STAGE ONE: TIMEOUT	STAGE TWO: BUDDY CLASS/ OFFICE REFERRAL	STAGE THREE: OFFICE REFERRAL
<ul style="list-style-type: none"> <li>• Out of bounds / playing in the toilets / not responding to bells / running around buildings</li> <li>• Unsatisfactory completion of task (refer to classroom consequence chart which you've negotiated)</li> <li>• Low level non-compliance</li> <li>• Physically annoying others</li> <li>• Not wearing hat during outdoor play</li> <li>• Calling out</li> <li>• Distracting others</li> <li>• Leaving classroom without permission</li> <li>• Out of seat without permission</li> <li>• Back chatting / impolite language</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated stage one infractions</li> <li>• Verbal abuse, swearing, confronting others, teasing, aggressive behaviour</li> <li>• Pushing, tackling, fighting games (pretending to fight)</li> <li>• Inciting violence</li> <li>• Vandalism/graffiti on school or other's property – minor</li> <li>• Throwing / kicking other people's property</li> <li>• Disrupting the class lessons (see classroom consequences chart)</li> <li>• Walking away from a teacher or failure to respond, being impolite</li> <li>• Racist / sexist comments and harassment</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated stage two infractions</li> <li>• Fighting / violence</li> <li>• Bullying /standover/biting/intimidating/threats/spitting</li> <li>• Serious theft</li> <li>• Cruelty to animals</li> <li>• Possession of weapon or illegal substance</li> <li>• Violence toward staff member</li> <li>• Leaving school grounds without permission</li> <li>• Climbing any raised area e.g roof structure</li> <li>• Serious graffiti</li> <li>• Dangerous acts</li> <li>• Swearing at staff member</li> <li>• Refusal to do B.I.P</li> </ul>
<b>CONSEQUENCES</b>	<b>CONSEQUENCES</b>	<b>CONSEQUENCES</b>
Determined within classroom or playground context (e.g loss of points).	Buddy Class referral or possible B.I.P (Behaviour Improvement Process) at teacher discretion. AE1 paired with ME1, AE2 paired with AE2.	Office Referral and B.I.P (Behaviour Improvement Process) See over for outline of this.

*Please note the above is at administrative discretion from Stage 2 onwards.*

*Please also note that 'compassion' and 'severity' issues will be taken into account with all decision making.*

*The Principal or Relieving Principal has final say in all behaviour consequence matters.*

... See over for outline of Behaviour Improvement Process (B.I.P.)



## Behaviour Learning Process

1. Student is asked to leave classroom, learning area or playground due to repeated Stage 1, Stage 2 or first instance of Stage 3 behaviours. Student goes to designated area in school office or alternative area.
2. Staff member completes referral form for B.I.P and send onto administration. This information will then be entered into the SBS (Student Behaviour Support) database for tracking purposes.
3. The student will have time away from the learning or play area to - if necessary - cool down or calm down, and work through a process which aims to improve their behaviour, provide restitution and prevent repeated offence.
4. Student works through Behaviour Learning Process with supervised support. This may be provided by Principal, Assistant Principal, School Pastoral Care Worker, STIE, or a teacher not involved with the particular incident but able to provide supervisory support.
5. The staff member supervising the process will determine with the student and, where necessary, the staff member and / or other students involved, when the student is ready to return to the classroom, learning area or playground.
6. Student satisfactorily completes re-entry process (eg. Restitution through recognising poor choice, apology and intent to change behaviour). This could also include a mediation process if appropriate.
7. Monitoring process – class teacher and/or B.I.P supervisor monitors future behaviours.
8. Outline of negative behaviour is recorded on School Database indicating which rules have been compromised and level of consequence.