

## EFFECTIVE BEHAVIOUR GUIDELINES

Minor	Moderate	Major	Severe
<p>Not completing task            Avoiding work            Off task behaviours            Telling tales            Spoiling others' games            Running inside            Barriers to learning            Clowning around            Attention seeking            Pushing in            Interrupting the teacher            Being noisy            Cheekiness            Being out of bounds            Disengagement            Lack of manners</p>	<p>Playfighting            Teasing            Uncooperativeness            Using swear words            Rudeness            Arguing back            Lying            Consistently at the wrong place at the wrong time            Destruction of belongings (own/others)            Isolating others (ongoing)            Excluding others (poor sportsmanship)            Intimidating body language</p>	<p>Demeaning behaviour - pants pulling - name calling            Swearing at others            Fighting, Hitting, Kicking, Biting            Consistently challenging authority            Spitting/bodily fluids            Refusing to follow instructions (noncompliance)            Leaving the school without permission            Deliberate destruction of belongings            Deliberate repeated disruptions to learning            Deliberate interference of digital software/hardware</p>	<p>Swearing at a staff member            Physical abuse            Stealing            Graffiti            Vandalism            Racial abuse            Verbal abuse            Bringing dangerous weapons to school            Refusal to follow instructions            Distributing inappropriate websites / material / cyber bullying            Unsafe touching            Continual non-compliance            Endangering others</p>

## REFLECTIVE INTERVENTIONS

Minor	Moderate	Major	Severe
<p><b>Classroom /Playground</b></p> <p>Verbal warning (C,P)            Timeout, (mins as per age of child) to reflect on Mercy Values            (P) Be directed to stay on playground seat            (C) Remain in classroom with teacher            (C,P) Give strategies to deal with situation eg; use your WITs, see a Peer Mediator (C)            Work in the classroom but on their own (mins per age of the child) with teacher supervision            (C) Repeated behaviours go to Buddy Class (mins per age of the child)            (P) Repeated behaviours x2 (as observed by one teacher) child sent to DP/Principal – logged on ETap            (C)Set up classroom observations by DP to determine triggers.            (C,P) Discussion on cultural understanding/ inclusiveness if appropriate</p>	<p><b>Classroom /Playground</b></p> <p>Record on etap (C,P)            (C,P) Timeout, (mins as per age of child) reflect on Mercy Values            Give strategies to deal with situation eg; use your WITs, see a Peer Mediator (C,P)            (C,P) Repeated behaviours to DP, x2 parents notified by Teacher (C,P)            Parents kept informed if behaviours not improving.            (C)Set up classroom Principal or DP to determine triggers</p>	<p><b>Classroom /Playground</b></p> <p>Record on etap (C,P)            Home contacted Principal informed            Consequence as decided by Teacher and parents.            Outside agencies if appropriate IBP completed.</p>	<p><b>Classroom /Playground</b></p> <p>Record on etap            Removed from classroom.            Removed from playground            Principal/ Teacher/ DP informed            Home contacted immediately            Consequence as decided by Teacher and parents.            Outside agencies if appropriate            Stand down or suspension (referred to BOT)            IBP completed.</p>

Remain calm but firm – refer to ‘Reflective Interventions’ strategies.

**AT NO TIME ARE CHILDREN TO HAVE “TIME OUT” OUTSIDE THE CLASSROOM UNSUPERVISED**

Allow children to solve their own problems as much as possible – they may need time out from the situation or to discuss it at a later time with a trusted adult.

Please note that children with IBPs (Individual Behaviour Plan) may be exempt from the EBG.

All staff will be notified of children with IBPs.

Mediation Steps (as described in Peer Mediation Cool Schools programme)

1. Allow both/all children to give their views and feelings on what happened (do not allow child to be interrupted) use active listening strategies (such as paraphrasing)
2. Ensure agreement about problem and ask children to come up with solutions (don't agree or disagree), support children to find a solution they all accept
3. Make sure everyone is happy with the outcome, congratulate children on solving the problem

Other ideas

- Thinking routines (WITs – walk away, ignore, talk it out using I statements, seek help)
- Determine what had happened prior to the incident and how that may have contributed
- Monitor behaviours over time.
- Be aware of frequency. If a low level behaviour is

Time out procedures

1. Make sure children know why they are being sent to time out
2. Time out is 1 minute for each year of the children's age
3. Discuss the behaviour Mercy Values
  - What expectation did you not follow?
  - What could you have done?
  - What could you do to make things better?
  - What could you do if the same situation arose?
  - How could you avoid the situation in the future?
  - What do they need to do now to try to fix the problem?
4. Timeout is not a 'punishment' but an opportunity for a child to reflect and own their behaviour and discuss the changes they need to make.

frequent, intervention will be required.