

Managing Behaviour Concerns

As teachers we support children to make choices which ensure they are successful inside and outside the classroom. When behaviours are present that are counterproductive to this, we work with the child to ensure the best outcome for them in the future.

To give our students the best chance of long lasting changes in behaviour, it is important that they are empowered to be part of the solution, and do not see this as a process that is 'done to them'.

Staff at our school recognise that every set of circumstances is unique. We therefore believe in listening to and appreciating different points of view. With this information we make an informed decision and a plan to help things move forward for all involved. In general, here are some of the procedures we follow:

Minor behavioural incidents	Serious/ continual behavioural incidents
Identify unacceptable behaviour.	Identify unacceptable behaviour.
Work with student to see rules broken and/or HDS values not demonstrated through their actions.	Collect information – exactly what has happened? Where and when is this happening, how often is it happening, who is involved etc.
Discuss consequences of the behaviour with the child, for them and those around them.	Work with student to see rules broken and/or HDS values not demonstrated through their actions.
Discuss what acceptable behaviour would look like in this situation.	Discuss consequences of the behaviour with the child, for them and those around them.
Implement appropriate consequences as decided with or by the child.	Discuss what acceptable behaviour would look like in this situation. Set a plan of what they can do differently, who can support them and what might this support look like.
Decide on whether parents need to be informed or not	Inform parents about what is happening.
	Implement appropriate consequences as decided with or by the child.
	Support the child through continued supervision, and empower them to make changes while ensuring they are supported in doing so.

Consequences for actions may include

- Finishing work in their own time
- Apologising to others involved for their actions and or working with other involved parties to make things right
- Loss of privileges
- Removal from classmates (into another class, separated from others in the classroom)
- Making a plan for their behaviour
- Filling in the 'Taking Responsibility', or 'Restorative Conversations' forms
- Communicating to parents about what has happened and the consequences of the actions (letter, phone)
- Community service to the school
- Stand down from school
- Choosing another school