Millicent North Primary School
Promote lifelong learning and support everyone to achieve their personal best.

Student Behaviour Learning Flow Chart

Values

Millicent North Primary School is committed to the values of:
- Respect
- Pride
- Responsibility

Rights

All members of the school community should uphold:
- The right to be safe.
- The right to learn.
- The right to a conflict free environment.
- The right to be treated respectfully.

Responsibility

It is my responsibility to:
- keep myself and others safe.
- complete learning tasks and allow others to do so.
- treat others with respect and to look after our environment.
- manage conflict without violence or verbal abuse.

Acknowledgement for upholding of school values.
- Immediate feedback proforma
- Regular feedback postcards
- School level system – “Good Choice Awards”

Follow up of infringements against other’s rights and disregarding personal responsibilities

<table>
<thead>
<tr>
<th>Yard - initial response by Yard Duty teacher, case managed by classroom teacher.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Low level</strong></td>
</tr>
<tr>
<td>• Respond, record (Yard Incident Sheet) and pass on to the class teacher for follow up.</td>
</tr>
<tr>
<td><strong>Mid Level / Repeated Behaviour</strong></td>
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<tr>
<td>Mid-level incident could include: Ignoring reasonable requests, failure to complete a consequence.</td>
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<tr>
<td>• Respond, record (Yard Incident Sheet).</td>
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<tr>
<td>• Parent notified (contact person negotiated with classroom teacher).</td>
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<tr>
<td>• Counsellor informed.</td>
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<tr>
<td>• School based intervention.</td>
</tr>
<tr>
<td><strong>High level / Isolated Incident</strong></td>
</tr>
<tr>
<td>High level incident could include: violence/verbal abuse.</td>
</tr>
<tr>
<td>• Respond, record and report to Leadership via Orange Form.</td>
</tr>
<tr>
<td>o If school based intervention fails then further consequences explored.</td>
</tr>
</tbody>
</table>
### Process Strategies

#### Classroom - case managed by teacher.

| Phase 1 | Creating a Safe Learning Environment  
Preventative and proactive classroom strategies.  
- Respond to low level issues and record |
| --- | --- |
|  | Applying Restorative Justice Practices  
Responding to inappropriate behaviours.  
- Address persistent low or mid-level issue |
|  | Working in Partnership with Families  
Communicating with parents and caregivers.  
- Parent Contact (has or will occur)  
Refer to Student Counsellor (persistent low to mid-level behaviour)  
Documentation provided (including parent contact). |
|  |  
**If unsuccessful in contacting parent / caregiver consult with Principal.** |
|  | Reminder, warning, isolated in class  
- Spoken to, apology  
- Cool down  
- Restorative Conference / Agreement  
- Exit class  
  - Parent contact  
  - Re-entry / agreement  
- Parent / care giver contact (ongoing) via:  
  - Changing Behaviours Form  
  - Phone call (and record)  
  - Face to face (and record). |

#### School Based – case managed by Counsellor (with support from Leadership)

| Phase 2 | Intervention and Support for Behaviour Learning  
Targeted support and a team around the child.  
- Class teacher works in consultation with the counsellor.  
  Refer to Leadership via Orange Form (high level isolated incidents or student is non-responsive to intervention and support).  
Documentation provided (including Student Development Plans). |
| --- | --- |
|  | Intervention or intensive support for learning.  
  - Strategies for teachers/SSOs  
  - Lunch clubs/activities  
  - 1:1 support  
  - ACEO/PCW  
  - Individual behaviour chart  
  - Student Development Plan /Agreement  
  - Targeted program  
  - Restorative Conference / Agreement  
  - Parent Conference |

#### School Community Based – case managed by Leadership (with Support Services)

| Phase 3 | Coordinated Response  
Intensive support.  
- Class teacher works in consultation with the Deputy Principal / Principal.  
  Refer to support services and other agencies. |
| --- | --- |
|  | Parent conference and development plan.  
- Case conferences.  
- Regular review |