



# RELATIONSHIPS RESPONSE CONTINUUM: CLASSROOM

## PRESENT CENTERED GROUNDED

MINOR (MANAGED BY TEACHER)

MAJOR (MANAGED BY LEADERSHIP TEAM)

<p><b>CDPS STAFF:</b></p> <p><b>PRESENT CENTERED GROUNDED</b></p> <p><b>1. Give a calm and immediate response:</b></p> <ul style="list-style-type: none"> <li>• Co-regulation strategies</li> <li>• Interoception</li> <li>• Lower the tone in your voice and slow the speed of your voice</li> <li>• Get your centre and slow your movement and breathing-providing a model for the student to follow unconsciously.</li> <li>• Position yourself at student level and beside them.</li> <li>• Refer to Focus/Safety Plan</li> </ul> <p><b>2. Provide clear and descriptive instruction on the actions you are about to take:</b></p> <ul style="list-style-type: none"> <li>• I am going to stay with you and talk about what just happened</li> </ul>	<p><b>WHOLE SCHOOL POSITIVE RELATIONSHIPS AGREEMENT</b></p> <p><b>OUR SCHOOL VALUES: RESPECT RESPONSIBILITY TEAMWORK</b></p> <p>Students are not following our school values if they:</p> <ul style="list-style-type: none"> <li>• Walk off during conversations</li> <li>• Push in line</li> <li>• Use inappropriate language</li> <li>• Are not following instructions</li> <li>• Answer back to staff</li> <li>• Use put downs</li> <li>• Are lying to staff</li> <li>• Misuse property</li> <li>• Talk over other students during lessons / discussions</li> <li>• Are defiant</li> <li>• Throw things</li> <li>• Damage equipment</li> <li>• Distract others</li> <li>• Move unsafely</li> </ul>	<p><b>CRISIS/INCIDENT FOCUS ON SAFETY</b></p> <ul style="list-style-type: none"> <li>• Minimise words to only what is necessary</li> <li>• Use gestures, tone and safe proximity</li> </ul> <p><b>CALL FOR LEADERSHIP ASSISTANCE</b></p> <p>Leadership will support if students are not following our school values:</p> <ul style="list-style-type: none"> <li>• Using aggressive/threatening language</li> <li>• Hitting/kicking/spitting/biting others</li> <li>• Harassing other students/staff</li> <li>• Fighting other students</li> <li>• Intimidating other students/staff</li> <li>• Acting in an inappropriate manner</li> <li>• Spreading rumours</li> <li>• Bullying other students</li> <li>• Vandalism</li> <li>• Destruction of property</li> <li>• Stealing</li> </ul>	<ol style="list-style-type: none"> <li>1. Leadership will remove the student from the classroom.</li> <li>2. Student will have de-escalation time with no interaction.</li> <li>3. Leadership will assist student via:             <ul style="list-style-type: none"> <li>• Co-regulation</li> <li>• Centering</li> <li>• Belly breathing</li> <li>• When centered/calm proceed to following steps.</li> </ul> </li> </ol> <p><b>STEP 1: INVESTIGATE</b></p> <ul style="list-style-type: none"> <li>• Confer with student</li> <li>• Discussion about impact</li> </ul> <p><b>STEP 2: CONSEQUENCE</b></p> <p>Organise and implement consequences which may include:</p> <ul style="list-style-type: none"> <li>• Making up lost learning time in conjunction with their teacher</li> </ul>
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<ul style="list-style-type: none"> <li>• I am going to leave you right now until you feel ready to talk about this</li> </ul> <p><b>3. Employ pre-organised de-escalating interventions</b></p> <p><b>4. Allow cooling off time before engaging in triage conversation</b></p> <p><b>5. Conference and consequence:</b></p> <ul style="list-style-type: none"> <li>• Making up for lost learning time (with teacher)</li> <li>• Recovery and repair</li> <li>• Triage conversation</li> <li>• Record behaviour and response in Behaviour Log Book.</li> </ul>	<ul style="list-style-type: none"> <li>• Use minor physical contact</li> <li>• Are involved in minor bullying</li> <li>• Refuse to follow instructions</li> <li>• Avoid work</li> <li>• Refuse to listen to and follow instructions</li> <li>• Refuse to participate</li> <li>• Refuse to complete work</li> </ul>	<ul style="list-style-type: none"> <li>• Inappropriate ICT use and Cyber Bullying</li> <li>• Bringing weapons to school</li> <li>• Self-harming</li> <li>• Leaving school grounds</li> <li>• Refuse to return to class</li> <li>• Continually disrupt class</li> <li>• Continually taking away the rights of the teacher to teach and the rights of the student to learn</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative conference with affected parties</li> <li>• Passport to Success</li> <li>• Community Service</li> <li>• Home contact</li> </ul> <p><b>STEP 3: IF SERIOUS OR REPEATED:</b></p> <p>Parent/Carer meeting</p> <ul style="list-style-type: none"> <li>• With student/teacher</li> <li>• Leadership</li> <li>• Further support initiated</li> <li>• Internal suspension</li> <li>• External suspension</li> <li>• Exclusion</li> </ul> <p><b>STEP 4: REINTEGRATION BACK TO CLASS/SCHOOL</b></p> <ul style="list-style-type: none"> <li>• Discussion with Leadership including School Values and student expectations.</li> </ul>
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